

Ohio Early Learning and Development Standards	How the Redleaf Family Child Care Curriculum meets Ohio Learning and Development Standards
Social-Emotional Development Infants (Birth - 8 Months) Self Awareness and Expression of Emotion	
Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds.	Gestures or points to communicate (139,146). Smiles at the sound of familiar voices (174).
Self-Concept Begin to understand self as a separate person from others.	Responds to own reflection in mirror (121). Discovers that hands are extension of self (121).
Self-Comforting Comfort self in simple ways and communicate needs for help through vocalizations and gestures.	Gestures or points to communicate (136, 139). Babbles and laugh to get adult attention (174).
Self-Regulation Express and act on impulses.	Gestures or points to communicate (136,139).
Sense of Competence Act in ways to make things happen.	Babbles and laughs to get adult attention (174).
Relationships Attachment	
Initiate interactions and seeks close proximity to familiar adults who provide consistent nurturing.	Shows attachment (responds positively) to significant adults (160, 165).
Interactions with Adults Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults.	Plays games with adults and older children (157, 161, 165, 170, 175).
Peer Interactions and Relationships	
Show interest in other children.	Pays close attention to older children and their actions (156).
Repeat actions that elicit social responses from others.	Coos in response to adults' speech (138, 151). Responds to smiles with smiling (156, 169). Babbles and laughs to get adult attention (174).
Empathy React to emotional expressions of others.	Responds to smiles with smiling (156, 169). Smiles at the sound of familiar voices (174).

Young Toddlers (6-18 months)	
Self	
Awareness and Expression of Emotion	
Communicate emotions purposefully and intentionally, including complex emotions such as happiness, sadness, surprise, dislike, anger, and fear nonverbally and possibly with a few familiar words.	Uses gestures and actions intentionally (143). Distinguishes voice tones and emotions (175). Gestures or points to communicate (139, 146).
Self-Concept	
Recognize self as a unique person with thoughts, feelings and distinct characteristics.	Demonstrates confidence (104).
Self-Comforting	
Comfort self in a variety of ways.	
Self-Regulation	
Respond positively to limits and choices offered by adults to help guide behavior.	
Sense of Competence	
Show a sense of satisfaction when making things happen.	Demonstrates confidence (104).
Relationships	
Attachment	
Explore environment in the presence of familiar adults with whom he/she has developed a relationship over an extended period of time.	
Seek close proximity to familiar adults for security and support, especially when distressed.	
Imitate familiar adults.	Imitate sounds (138). Begin to imitate (176).
Initiate play with familiar adults.	Plays games with adults and older children (157, 161, 165, 170, 175).
Interactions with Adults	
Participate in routines and experiences that involve back and forth interaction with familiar adults.	Engages in parallel play (158).
Peer Interactions and Relationships	
Participate in simple back and forth interactions with peers for short periods of time.	Engages in parallel play (158).
Empathy	
Demonstrate awareness of the feelings expressed by others.	Distinguishes voice tones and emotions (175).

Older Toddlers (16-36 months)	
Self	
Awareness and Expression of Emotion	
Show awareness of own emotion and uses nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt.	Begins to express feelings with words (144). Can identify and talk about personal feelings (177).
Self-Concept	
Show awareness of themselves as belonging to one or more groups.	
Identify own feelings, needs and interests.	Can identify and talk about personal feelings (177). Begins to express feelings with words (144).
Self-Comforting	
Anticipate the need for comfort and try to prepare for changes in routine.	
Self-Regulation	
With modeling and support, manage actions and emotional expressions.	
Sense of Competence	
Recognize own abilities and express satisfaction when demonstrating them to others.	Shows strong pride in accomplishments, especially physical (163).
Relationships	
Attachment	
Display signs of comfort during play when familiar adults are nearby but not in the immediate area.	
Seek security and support from familiar adults when distressed.	
Interactions with Adults	
Interact with familiar adults in a variety of ways.	Understands most things said by others (149, 153).
Seek assistance from familiar adults.	
Demonstrate early signs of interest in unfamiliar adults.	
Peer Interactions and Relationships	
Engage in associative play with peers.	
With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns.	Shows respect for other people and possessions (158, 172).
Empathy	
Demonstrate awareness that others have feelings.	Can identify and talk about others' feelings (176).
Respond in caring ways to another's distress in some situations.	Occasionally shows respect for other people and possessions (158, 172).

Pre-Kindergarten (3-5 years)	
Self	
Awareness and Expression of Emotion	
Recognize and identify own emotions and the emotions of others.	
Communicate a range of emotions in socially accepted ways.	addressed on page 39
Self-Concept	
Identify the diversity in human characteristics and how people are similar and different.	
Compare own characteristics to those of others.	
Self-Regulation	
Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	addressed on page 177.
Demonstrate the ability to delay gratification for short periods of time.	
With modeling and support, show awareness of the consequences for his/her actions.	Begins to understand some limits and rules (164).
Sense of Competence	
Show confidence in own abilities and accomplish routine and familiar tasks independently.	Shows pride in work (173).
Relationships	
Attachment	
Express affection for familiar adults.	
Seek security and support from familiar adults in anticipation of challenging situations.	
Separate from familiar adults in a familiar setting with minimal distress.	
Interactions with Adults	
Engage in extended, reciprocal conversations with familiar adults.	Answers questions (145).
Request and accept guidance from familiar adults.	Follows more complex directions from adults (127).
Peer Interactions and Relationships	
Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	Engages in more developed play themes (124). Role-plays (168). Often plays with peers (173,177). Increased cooperation (204, 205).
Demonstrate socially competent behavior with peers.	Begins taking turns (163). Is developing friendships (168). Often plays with peers (173, 177).
With modeling and support, negotiate to resolve social conflicts with peers.	Addressed on page 44

Empathy	
Express concern for the needs of others and people in distress.	
Show regard for the feelings of other living things.	

Approaches Toward Learning	
Infants (Birth-8 Months)	
Initiative Topic:	
Initiative and Curiosity	
Show interest in people and objects.	Shows interest in manipulating toys and objects (125). Shows interest in objects with moving parts (126).
Planning, Action and Reflection	
Act on the environment to meet needs or interests.	Explores environment with senses (112).
Respond to people and objects in their immediate environment based on past experience.	Anticipates events (116, 129).
Engagement and Persistence	
Attention	
Demonstrate awareness of happenings in surroundings.	Follows distant object with eyes (98).
Persistence	
Attempt to reproduce interesting and pleasurable effects and events.	Shows interest in manipulating toys and objects (125). Intentionally selects toys to play with (129).
Creativity	
Innovation and Invention	
Make discoveries about self, others, and the environment.	Explores environment with senses (112). Responds to own reflection in mirror (114, 121). Discovers hands and feet are extensions of self (116, 121).
Expression of Ideas and Feelings through the Arts	
Demonstrate preferences, pleasure or displeasure when interacting with various media.	Prefers black-and-white or high contrast patterns (125, 129).

Young Toddlers (6-18 months)	
Initiative Topic:	
Initiative and Curiosity	
Explore the environment through a variety of sensory-motor activity.	Tracks a moving toy and retrieves it when partially hidden (118).
Practice new skills with enthusiasm.	
Demonstrate a willingness to try new activities and experiences.	Shows interest in playing games (122).
Planning, Action, and Reflection	
Use a variety of ways to meet simple goals.	Shows understanding that objects have purpose (126).
Approach tasks with repeated trial and error.	Practices cause and effect (113, 118).
Engagement and Persistence	
Attention	
Focus on an activity but is easily distracted.	Enjoys books, especially turning pages (122).
Persistence	
Repeat actions intentionally to achieve goal.	Engages in intentional play (122, 126, 130).
Creativity	
Innovation and Invention	
Use objects in new ways.	
Expression of Ideas and Feelings through the Arts	
Seek out experiences with a variety of materials and art materials based on preferences and past experiences.	addressed on page 107.

Older Toddlers (16-36 months)	
Initiative Topic:	
Initiative and Curiosity	
Experiment in the environment with purpose.	
Ask questions to gain information.	Addressed on pages 22 and 167.
Planning, Action, and Reflection	
Make choices to achieve a desired goal.	Feeds self (91).
Use previous learning to inform new experiences with people and objects in their environment.	Engages in more developed play themes (124).
Engagement and Persistence	
Attention	
Focus on an activity for short periods of time despite distractions.	Has an increasing attention span (173, 178).
Persistence	
Engage in self-initiated activities for sustained periods of time.	
Creativity	
Innovation and Invention	
Use materials in new and unconventional ways.	
Expression of Ideas and Feelings through the Arts	
Use self-selected materials and media to express ideas and feelings.	Uses small muscles in hands to color, cut, paste, and paint (101).

Pre-Kindergarten (3-5 years)	
Initiative Topic:	
Initiative and Curiosity	
Seek new and varied experiences and challenges (take risks).	Shows interest in the alphabet (120). Enjoys books and has a sense of how books work (154).
Demonstrate self-direction while participating in a range of activities and routines.	
Ask questions to seek explanations about phenomena of interest.	
Planning, Action, and Reflection	
Develop, initiate and carry out simple plans to obtain a goal.	
Use prior knowledge and information to assess, inform, and plan for future actions and learning.	Is developing memory skills (128).
Engagement and Persistence	
Attention	
Focus on an activity with deliberate concentration despite distractions.	Has an increasing attention span (173, 178).
Persistence	
Carry out tasks, activities, projects or experiences from beginning to end.	Has an increasing attention span (173, 178).
Focus on the task at hand even when frustrated or challenged.	Has an increasing attention span (173, 178).
Creativity	
Innovation and Invention	
Use imagination and creativity to interact with objects and materials.	Engages in more developed play themes (124).
Use creative and flexible thinking to solve problems.	
Expression of Ideas and Feelings through the Arts	
Express individuality, life experiences, and what he/she knows and is able to do through a variety of media.	Uses small muscles in hands to color, cut, paste, and paint (96, 105). Tells stories (136). Likes to be silly and make others laugh (159).
Express interest in and show appreciation for the creative work of others.	

Physical Well-Being and Motor Development	
Infants (Birth-8 months)	
Motor Development	
Large Muscle, Balance and Coordination	
Demonstrate strength and control of head, arms, legs and trunk using purposeful movements.	Turns head to both sides while on back (88). Plays with hands and may hold and observe a toy (92). Rolls over (97). Holds up chest with weight on forearms (102).
Small Muscle: Touch, Grasp, Reach, Manipulate	
Transfer a toy from one hand to another by reaching, grasping and releasing.	Transfers object from one hand to another (89). Grasps small objects (93, 99, 102, 107, 108).
Oral-Motor	
Use mouth and tongue to explore objects.	Explores environment with senses (112).
Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding.	Accepts being spoon-fed (98).
Sensory Motor	
Use senses and movement to explore immediate surroundings.	Explores environment with senses (112).
Physical Well-Being	
Body Awareness	
Show awareness of own body.	Discovers hands and feet are extensions of self (116, 121).
Physical Activity	
Interact with adults in physical activities.	Plays games with adults and older children (157, 161, 165, 170, 175).
Nutrition	
Express when hungry or full.	
Self-Help	
Demonstrate emerging participation in dressing.	

Young Toddlers (6-18 months)	
Motor Development	
Large Muscle, Balance and Coordination	
Move with increasing coordination and balance, with or without adult support and/or assistive device.	Crawls (94). Stands and walks alone (94, 108).
Small Muscle: Touch, Grasp, Reach, Manipulate	
Use both hands together to accomplish a task.	Puts one block on top of another (90). Enjoys clapping hands (94).
Oral-Motor	
Take and chew small bites/pieces of finger food.	Feeds self (91).
Sensory Motor	
Coordinate senses with movement.	Puts one block on top of another (90). Enjoys clapping hands (94). Follows distant object with eyes (98).
Physical Well-Being	
Body Awareness	
Point to basic body parts when asked.	Shows interest in anatomy (name body parts) (162, 182).
Physical Activity	
Using simple movement skills, participate in active physical play.	Uses small muscles in hands to squish playdough (103). Scribbles with crayon (107).
Nutrition	
Follow a regular eating routine.	
Self-Help	
With adult assistance, participate in personal care tasks (e.g. hand-washing, dressing, etc.).	Addressed on page 38.
Safety Practices	
Follow adult intervention/guidance regarding safety.	

Older Toddlers (16-36 months)	
Motor Development	
Large Muscle, Balance and Coordination	
Use locomotor skills with increasing coordination and balance.	Rides tricycle- may alternate between scooting and pedaling (91). Gross-motor coordination (95). Eye-foot coordination (95). Large-muscle control (100). Throws a ball (105).
Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.	Addressed on page 99.
Small Muscle: Touch, Grasp, Reach, Manipulate	
Coordinate the use of arms, hands and fingers to accomplish tasks.	Fine-motor control (99). Eye-hand coordination (99). Builds tower of three or more blocks (100). Hammers (104). Small-muscle control (108). Moves fingers individually and draws circle (109).
Oral-Motor	
Take bites from whole foods and coordinate chewing and swallowing.	Feeds self (91).
Sensory Motor	
Use sensory information to guide movement to accomplish tasks.	Hammers (104). Moves fingers individually and draws circle (109).
Physical Well-Being	
Body Awareness	
Name, point to and move body parts when asked.	Shows interest in anatomy (name body parts) (162, 182).
Physical Activity	
Participate in active physical play and structured activities requiring spontaneous and instructed body movements.	Rides tricycle- may alternate between scooting and pedaling (91). Throws a ball (105).
Nutrition	
Make simple food choices, has food preferences and demonstrate willingness to try new foods.	
Self-Help	
With modeling and support, complete personal care tasks (e.g. hand-washing, dressing, toileting, etc.).	Shows independence in self-help skills (158). Shows independence in self care (166).
Safety Practices	
Cooperate and/or stop a behavior in response to a direction regarding safety.	
Use adults as resources when needing help in potentially unsafe or dangerous situations.	

Pre-Kindergarten (3-5 years)	
Motor Development	
Large Muscle, Balance and Coordination	
Demonstrate locomotor skills with control, coordination and balance during active play (e.g. running, hopping, skipping).	Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (92).
Demonstrate coordination in using objects during active play (e.g. throwing, catching, kicking balls, riding tricycle).	Rides tricycle- may alternate between scooting and pedaling (91). Throws a ball (95, 105). Bounces a ball and catches it (105).
Use non-locomotor skills with control, balance and coordination during active play (e.g. bending, stretching and twisting).	Balances on one foot (96). Balances well (96).
Demonstrate spatial awareness in physical activity or movement.	Uses positional terms (120). Increased spatial awareness (203).
Small Muscle: Touch, Grasp, Reach, Manipulate	
Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.	Writes own name (91). Uses small muscles in hands to color, cut, paste, and paint (96, 105). Puts puzzles together with ease (101). Can use scissors (101).
Use classroom and household tools independently with eye-hand coordination to carry out activities.	Uses small muscles in hands to color, cut, paste, and paint (96, 105). Puts puzzles together with ease (101). Can use scissors (101).
Oral-Motor	
Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.	
Sensory Motor	
Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.	Jumps over objects 8 to 10 inches high without falling (92). Walks on balance beam or line (96).
Physical Well-Being	
Body Awareness	
Identify and describe the function of body parts.	Shows interest in anatomy (name body parts) (162, 182).
Physical Activity	
Participate in structured and unstructured active physical play exhibiting strength and stamina.	Runs consistently without falling (110).
Demonstrate basic understanding that physical activity helps the body grow and be healthy.	
Nutrition	
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	
Distinguish nutritious from non-nutritious foods.	addressed on page 115.

Self-Help	
Independently complete personal care tasks (e.g. toileting, teeth-brushing, hand-washing, dressing etc.).	Addressed on page 39, 197.
Follow basic health practices.	
Safety Practices	
With modeling and support, identify and follow basic safety rules.	Begins to understand some limits and rules (164).
Identify ways adults help to keep us safe.	
With modeling and support, identify the consequences of unsafe behavior.	Begins to understand some limits and rules (164).
With modeling and support, demonstrate ability to follow emergency routines (e.g. fire or tornado drill).	Begins to understand some limits and rules (164).
With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	Begins to understand some limits and rules (164).

Cognitive Development and General Knowledge	
Infants (Birth-8 months)	
Cognitive Skills	
Memory	
Exhibit differentiated responses to familiar and unfamiliar people, events, objects and their features.	Responds to smiles with smiling (156, 159). Smiles at the sound of familiar voices (174).
Mirror simple actions and facial expressions of others previously experienced.	
Anticipates next steps in simple familiar routines and games.	Anticipates events (116, 129).
Symbolic Thought	
Explore real objects, people and actions.	Explores environment (112, 170, 171). Investigates objects by banging, shaking, and throwing (113).
Reasoning and Problem-Solving	
Actively use the body to find out about the world.	Explores environment with senses (112).
Mathematics	
Number Sense	
Number Sense and Counting	
Explore objects and attend to events in the environment.	Investigates objects by banging, shaking, and throwing (113).
Number Relationships and Operations	
Number Relationships	
Explore objects and attend to events in the environment.	Investigates objects by banging, shaking, and throwing (113).
Algebra	
Group and Categorize	
Notice differences between familiar and unfamiliar people, objects and places.	
Patterning	
Imitate repeated movements.	Addressed on page 139.
Measurement and Data	
Describe and Compare Measurable Attributes	
Explore properties of objects.	Investigates objects by banging, shaking, and throwing (113). Shows interest in manipulating toys and objects (125).

Geometry	
Spatial Relationships	
Explore the properties of objects.	Investigates objects by banging, shaking, and throwing (113). Shows interest in manipulating toys and objects (125).
Social Studies	
Self	
Social Identity	
Show awareness of self and awareness of other people.	Discovers hands and feet are extensions of self (116, 121).
Science	
Science Inquiry and Application	
Inquiry	
Examine objects with lips and tongue.	Explores environment with senses (112).
Observe, hold, touch and manipulate objects.	Investigates objects by banging, shaking, and throwing (113). Shows interest in manipulating toys and objects (125).
Cause and Effect	
Use simple actions to make things happen.	Shows interest in manipulating toys and objects (125).

Young Toddlers (6-18 months)	
Cognitive Skills	
Memory	
Recall information over a period of time with contextual cues.	Is developing memory skills (128, 204). Recalls past experiences (131).
Mirror and repeat something seen at an earlier time.	Begins to imitate older siblings or peers (162, 176).
Anticipate the beginning and ending of activities, songs and stories.	Anticipates events (116, 129). Repeats simple nursery chants and rhymes (118).
Symbolic Thought	
Use one or two simple actions or objects to represent another in pretend play.	Engages in more pretend play (123).
Reasoning and Problem-Solving	
With modeling and support, use simple strategies to solve problems.	
Mathematics	
Number Sense	
Number Sense and Counting	
Pay attention to quantities when interacting with objects.	Counts twenty or more objects with accuracy (132).
Number Relationships and Operations	
Number Relationships	
Notice changes in quantity of objects (especially ones that can be detected visually with ease).	
Algebra	
Group and Categorize	
Match two objects that are the same and select similar objects from a group.	Can do simple sorting (114, 131).
Patterning	
Participate in adult-initiated movement patterns.	addressed on page 166
Measurement and Data	
Describe and Compare Measurable Attributes	
Show awareness of the size of objects.	Can do simple sorting (114, 131).
Geometry	
Spatial Relationships	
Explore how things fit and move in space.	Increased spatial awareness (203).
Social Studies	
Self	
Social Identity	
Prefer familiar adults and recognize familiar actions and routines.	Shows attachment (responds positively) to significant adults (160, 165). Smiles at the sound of familiar voices (174).

Science	
Science Inquiry and Application	
Inquiry	
Try different things with objects to see what happens or how things work.	Practices cause and effect, such as closing doors (113, 118). Shows interest in manipulating toys and objects (125).
Observe the physical and natural world around them.	Explores environment (112, 170, 171). Investigates objects by banging, shaking, and throwing (113).
Cause and Effect	
Purposefully combine actions to make things happen.	Practices cause and effect, such as closing doors (113, 118).

Older Toddlers (16-36 months)	
Cognitive Skills	
Memory	
Recall information over a longer period of time without contextual cues.	Recalls past experiences (131).
Reenact a sequence of events accomplished or observed at an earlier time.	Recalls past experiences (131).
Anticipate routines.	
Link past and present activities.	Recalls past experiences (131).
Symbolic Thought	
Engage in pretend play involving several sequenced steps and assigned roles.	Engages in more pretend play (123).
Reasoning and Problem-Solving	
In familiar situations, solve problems without having to try every possibility, while avoiding solutions that clearly will not work.	
Mathematics	
Number Sense	
Number Sense and Counting	
Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much.	addressed on page 132
Use number words to indicate the quantity in small sets of objects (e.g. 2, 3), and begin counting aloud.	
Number Relationships and Operations	
Number Relationships	
Demonstrate an understanding that adding to increases the number of objects in the group.	
Place objects in one-to-one correspondence relationships during play.	
Algebra	
Group and Categorize	
Sort objects into two or more groups by their properties and uses.	Can do simple sorting (114, 131).
Patterning	
Copy and anticipate a repeating pattern.	
Measurement and Data	
Describe and Compare Measurable Attributes	
Demonstrate awareness that objects can be compared by attributes (e.g. size, weight, capacity), and begin to use words such as bigger, smaller and longer.	

Geometry	
Spatial Relationships	
Demonstrate how things fit together and/or move in space with increasing accuracy.	
Identify and Describe Shapes	
Recognize basic shapes.	Shows an interest in shapes (127).
Social Studies	
Self	
Social Identity	
Identify self and others as belonging to one or more groups by observable characteristics.	
Science	
Science Inquiry and Application	
Inquiry	
Engage in sustained and complex manipulation of objects.	
Engage in focused observations of objects and events in the environment.	Becomes greatly interested in the outside world (167, 171).
Ask questions about objects and events in the environment.	
With modeling and support, use simple tools to explore the environment.	
Cause and Effect	
Demonstrate understanding that events have a cause.	Practices cause and effect (113, 118).
Make predictions.	addressed on page 22.

Pre-Kindergarten (3-5 years)	
Cognitive Skills	
Memory	
Communicate about past events and anticipate what comes next during familiar routines and experiences.	Recall past experiences (131).
With modeling and support remember and use information for a variety of purposes.	Develops memory skills (128).
Recreate complex ideas, events/situations with personal adaptations.	Recall past experiences (131).
Symbolic Thought	
Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g. drawings, construction or movement).	Addressed on page 105.
Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	Engages in more pretend play (123).
Reasoning and Problem-Solving	
Demonstrate ability to solve everyday problems based upon past experience.	
Solve problems by planning and carrying out a sequence of actions.	Puts things in order or sequence (115).
Seek more than one solution to a question, problem or task.	
Explain reasoning for the solution selected.	
Mathematics	
Number Sense	
Number Sense and Counting	
Count to 20 by ones with increasing accuracy.	Counts twenty or more objects with accuracy (132).
Identify and name numerals 1-9.	
Identify without counting small quantities of up to 3 items. (Subitize)	
Demonstrate one-to-one correspondence when counting objects up to 10.	Counts twenty or more objects with accuracy (132).
Understand that the last number spoken tells the number of objects counted.	Counts twenty or more objects with accuracy (132).
Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	
Number Relationships and Operations	
Number Relationships	
Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.	

Algebra	
Group and Categorize	
Sort and classify objects by one or more attributes (e.g. size, shape).	Sorts and organizes (115, 128). Can sort or describe objects by one or more attribute (115, 128).
Patterning	
Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	
Create patterns.	
Measurement and Data	
Describe and Compare Measurable Attributes	
Describe and compare objects using measurable attributes (e.g. length, size, capacity and weight).	Can sort or describe objects with one or more attributes (115, 128).
Order objects by measurable attribute (e.g. biggest to smallest, etc.).	Sorts and organizes (115, 128).
Measure length and volume (capacity) using non-standard or standard measurement tools.	
Data Analysis	
Collect data by categories to answer simple questions.	Sorts and organizes (115, 128). Can sort or describe objects by one or more attribute (115, 128).
Geometry	
Spatial Relationships	
Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.	Uses positional terms (120).
Identify and Describe Shapes	
Understand and use names of shapes when identifying objects.	
Name three-dimensional objects using informal, descriptive vocabulary (e.g. "cube" for box, "ice cream cone" for cone, "ball" for sphere, etc.).	
Analyze, Compare and Create Shapes	
Compare two-dimensional shapes, in different sizes and orientations, using informal language.	
Create shapes during play by building, drawing, etc.	
Combine simple shapes to form larger shapes.	

Social Studies	
History	
Historical Thinking and Skills	
Demonstrate an understanding of time in the context of daily experiences.	Retells a simple story in sequence (150).
Develop an awareness of his/her personal history.	
Heritage	
Develop an awareness and appreciation of family cultural stories and traditions.	
Geography	
Spatial Thinking and Skills	
Demonstrate a beginning understanding of maps as actual representations of places.	
Human Systems	
Identify similarities and differences of personal, family and cultural characteristics, and those of others.	
Government	
Civic Participation and Skills	
Understand that everyone has rights and responsibilities within a group.	Often plays with peers (173, 177).
Demonstrate cooperative behaviors and fairness in social interactions.	Occasionally shows respect for other people and possessions (158). Begins to understand some limits and rules (164).
With modeling and support, negotiate to solve social conflicts with peers.	Often plays with peers (173, 177). Increased cooperation (204, 205).
With modeling and support, demonstrate an awareness of the outcomes of choices.	
Rules and Laws	
With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.	Begins to understand some limits and rules (164).
Economics	
Scarcity	
With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.	
Production and Consumption	
With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.	
With modeling and support, demonstrate responsible consumption and conservation of resources.	

Science	
Science Inquiry and Application	
Inquiry	
Explore objects, materials and events in the environment.	Explores environment (112, 170, 171). Practices cause and effect, such as closing doors (113, 118).
Make careful observations.	Explores environment (112, 170, 171).
Pose questions about the physical and natural environment.	Explores environment (112, 170, 171).
Engage in simple investigations.	Practices cause and effect, such as closing doors (113, 118).
Describe, compare, sort, classify, and order.	Can sort or describe objects with one or more attributes (115, 128). Puts things in order or sequence (115). Sorts and organizes (115, 128).
Record observations using words, pictures, charts, graphs, etc.	
Use simple tools to extend investigation.	
Identify patterns and relationships.	
Make predictions.	
Make inferences, generalizations and explanations based on evidence.	Practices cause and effect, such as closing doors (113, 118).
Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g. pictures, words, dramatization).	
Earth and Space Science	
Explorations of the Natural World	
With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g. soil, weather, sun and moon).	addressed on page 197.
With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.	Shows interest in the outside world (171).
Physical Science	
Explorations of Energy	
With modeling and support, explore the properties of objects and materials (e.g. solids and liquids).	Investigates objects by banging, shaking, and throwing (113). Shows interest in manipulating toys and objects (125). Shows understanding that objects have purpose (126).
With modeling and support, explore the position and motion of objects.	Increased spatial awareness (203).
With modeling and support, explore the properties and characteristics of sound and light.	

Life Science	
Explorations of Living Things	
With modeling and support, identify physical characteristics and simple behaviors of living things.	
With modeling and support, identify and explore the relationship between living things and their environments (e.g. habitats, food, eating habits, etc.).	
With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g. eating, sleeping, breathing, walking) in humans and other animals.	Shows interest in anatomy (name body parts) (162, 182).
With modeling and support, demonstrate an understanding that living things change over time (e.g. life cycle).	
With modeling and support, recognize similarities and differences between people and other living things.	Sorts and organizes (115, 128). Can sort or describe objects by one or more attribute (115, 128). Matches objects with ease (124).

Language and Literacy Development	
Infants (Birth-8 months)	
Listening and Speaking	
Receptive Language and Comprehension	
Attends and responds to language and sounds.	Reacts to human voice and human heartbeat (112, 134, 150). Coos in response to adults' speech (138, 151).
Expressive Language	
Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.	Coos in response to adults' speech (138, 151). Gestures or points to communicate (139, 146). Makes squealing and gurgling sounds (142, 146).
Social Communication	
Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.	Imitates sounds (138). Babbles consonant sounds, such as "da-da-da" (142). Responds to own name (142, 147). Babbles sounds such as "goo" and "gaa" (143).
Reading	
Early Reading	
Show interest in books, pictures, songs and rhymes.	Listens to songs, stories, or rhymes with interest (135, 151).
Reading Comprehension	
Attend and respond when familiar books are read aloud.	Listens to songs, stories, or rhymes with interest (135, 151).
Phonological Awareness	
Vocalize sounds.	Imitates sounds (138). Babbles consonant sounds, such as "da-da-da" (142). Babbles sounds such as "goo" and "gaa" (143).
Writing	
Early Writing	
Show ability to transfer and manipulate an object with hands.	Transfers objects from one hand to another (89).

Young Toddlers (6-18 months)	
Listening and Speaking	
Receptive Language and Comprehension	
Show understanding of simple requests and statements referring to people and objects around him/her.	Understands and responds to simple directions (139, 152).
Expressive Language	
Begin to use single words and conventional gestures to communicate with others.	Uses gestures and actions intentionally (143, 152). Says at least one word (151).
Social Communication	
Participate in and often initiate basic communications with family members or familiar others.	Understands and responds to simple directions (139, 152). Responds to own name (142, 147).
Reading	
Early Reading	
Actively participate in book reading, story-telling, and singing.	Enjoys books and has a sense of how books work (154).
Reading Comprehension	
Point to familiar pictures in books when labeled by adult.	Enjoys books and has a sense of how books work (154).
Print Concepts	
Demonstrate interest in exploring books.	Enjoys books and has a sense of how books work (154).
Phonological Awareness	
Explore sounds of materials and objects.	
Recognize familiar sounds (e.g. the sound of a particular animal, a friend's voice, etc.).	
Writing	
Early Writing	
Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble.	Scribbles with crayon (107).

Older Toddlers (16-36 months)	
Listening and Speaking	
Receptive Language and Comprehension	
Show understanding of requests and statements referring to people, objects, ideas and feelings.	Understands most things said by others (149, 153).
Demonstrate interest in and use words that are new or unfamiliar in conversation and play.	
Understand when words are used in unconventional ways.	
Expressive Language	
Combine words to express more complex ideas, or requests.	Puts nouns and verbs together in simple sentences (140, 153).
With modeling and support, describe experiences with people, places and things.	Begins to express feelings with words (144). Has vocabulary of more than 300 words (148).
Use words that indicate position and direction.	
Social Communication	
Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.	
Reading	
Early Reading	
Show an appreciation for reading books, telling stories and singing.	Pretends to read (123).
Reading Comprehension	
Demonstrate an understanding of the meaning of stories and information in books.	
Use pictures to describe and predict stories and information in books.	Pretends to read (123).
Understand when words are used in unconventional ways during shared reading.	
Print Concepts	
Demonstrate a beginning understanding that print carries meaning.	addressed on page 195.
Distinguishes pictures from letters and words in a text.	Enjoys books and has a sense of how books work (154).
Phonological Awareness	
Distinguish between sounds that are the same and different (e.g. environmental sounds, animal sounds, etc.)	
Letter and Word Recognition	
With modeling and support recognize familiar logos and environmental print.	addressed on page 195.
With modeling and support, recognize own name in print.	Recognizes own name in print (132).

Writing	
Early Writing	
Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool.	Scribbles with crayon (107).
Writing Application and Composition	
Make marks and "scribble writing" to represent objects and ideas.	Scribbles with crayon (107).

Pre-Kindergarten (3-5 years)	
Listening and Speaking	
Receptive Language and Comprehension	
Demonstrate understanding of increasingly complex concepts and longer sentences.	Has an expanding vocabulary (145).
Ask meaning of words.	Enjoys learning new words (149).
Follow two-step directions or requests.	Follows three-step directions (141).
Expressive Language	
Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.	Tells stories without prompting (136). Sings more complicated songs; enjoys fingerplays and rhymes (141).
Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)	Pronounces words and sounds correctly (137). Begins to express feelings with words (144).
Describe familiar people, places, things and experiences.	Tells stories without prompting (136).
Use drawings or other visuals to add details to verbal descriptions.	addressed on page 194.
With modeling and support, use the conventions of standard English (Grammar):	
Use familiar nouns and verbs to describe persons, animals, places, events, actions etc.	Puts nouns and verbs together in simple sentences (140, 153).
Form regular plural nouns orally by adding /s/ or /es/.	
Understand and use question words (interrogatives) (e.g. who, what, where, when, why and how).	Has an expanding vocabulary (145).
Use frequently occurring prepositions (e.g. to, from, in, out, on, off, for of, by, with).	Has an expanding vocabulary (145).
Produce and expand complete sentences in shared language activities.	Has an expanding vocabulary (145).
With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)	Has an expanding vocabulary (145).
With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)	Has an expanding vocabulary (145).
Identify real-life connections between words and their use. (Vocabulary)	Has an expanding vocabulary (145).
With modeling and support, explore relationships between word meanings (e.g. categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary)	Has an expanding vocabulary (145).

Social Communication	
With modeling and support follow typical patterns when communicating with others (e.g. listens to others, takes turns talking and speaks about the topic or text being discussed).	addressed on pages 30-31.
With modeling and support, continue a conversation through multiple exchanges.	addressed on pages 30-31.
Reading	
Reading Comprehension	
Ask and answer questions, and comment about characters and major events in familiar stories.	Answers questions about familiar stories (145). Retells a simple story in sequence (150).
Retell or re-enact familiar stories.	Tells stories without prompting (136). Retells a simple story in sequence (150).
Identify characters and major events in a story.	Retells a simple story in sequence (150).
Demonstrate an understanding of the differences between fantasy and reality.	addressed on page 39.
With modeling and support, describe what part of the story the illustration depicts.	Enjoys books and has a sense of how books work (154).
With modeling and support, name the author and illustrator of a story and what part each person does for a book.	Enjoys books and has a sense of how books work (154).
With modeling and support, identify the topic of an informational text that has been read aloud.	
With modeling and support, describe, categorize and compare and contrast information in informational text.	
With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g. illustrations, descriptions).	
Actively engage in group reading with purpose and understanding.	
Fluency	
With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.	addressed on page 137.
Print Concepts	
Demonstrate an understanding of basic conventions of print in English and other languages.	
Orient books correctly for reading and turn pages one at a time.	Enjoys books and has a sense of how books work (154).
Demonstrate an understanding that print carries meaning.	addressed on page 195.

Phonological Awareness	
With modeling and support, recognize and produce rhyming words.	Sings more complicated songs; enjoys fingerplays and rhymes (141).
With modeling and support recognize words in spoken sentences.	
With modeling and support identify, blend and segment syllables in spoken words.	
With modeling and support, orally blend and segment familiar compound words.	
With modeling and support, blend and segment onset and rhyme in single-syllable spoken words.	
With modeling and support identify initial and final sounds in spoken words.	Pronounces words and sounds correctly (137).
Letter and Word Recognition	
With modeling and support recognize and "read" familiar words or environmental print.	Recognizes own name in print (132).
With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	
With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.	Shows interest in the alphabet (120).
With modeling and support, recognize the sounds associated with letters.	Pronounces words and sounds correctly (137).
Writing	
Writing Process	
Use a 3-finger grasp of dominant hand to hold a writing tool.	addressed on page 96.
Demonstrate an understanding of the structure and function of print.	
With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	
With modeling and support, demonstrate letter formation in "writing."	Follows three-step directions (141).
With modeling and support show awareness that one letter or cluster of letters represents one word.	addressed on page 132.

Writing Application and Composition	
"Read" what he/she has written.	
With modeling and support, notice and sporadically use punctuation in writing.	
With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g. letters, greeting cards, menus, lists, books).	
With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)	Tells stories without prompting (136).
With modeling and support, discuss and respond to questions from others about writing/drawing.	Answers questions about familiar stories (145).
With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.	
With modeling and support, explore a variety of digital tools to express ideas.	Addressed on page 210.