

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.	Cries when hungry, tired, overstimulated (19, 28, 31); Gestures or points to communicate (31, 146, 150, 153, 159); Makes demanding cries (40); Coos (28, 40, 122, 145, 157); Cries to demand attention (37, 40); Smiles at the sound of familiar voices (40, 181); Smiles at strangers (40); Babbles and laughs to get adult attention (40, 149, 150, 181); Responds to smiles with smiling (40, 177)
Self-Concept Begin to understand self as a separate person from others.	Discovers hands and feet are extensions of self (23, 92, 94, 97, 100, 116, 122, 165); Responds to own reflection in mirror (23, 114, 122, 177), Responds to own name (31)
Self-Comforting Comfort self in simple ways and communicate needs for help through vocalizations and gestures.	Learns that crying will bring attention from caregiver (22); Cries when hungry, tired, overstimulated (19, 28, 31); Gestures or points to communicate (31, 150, 159, 165); Makes demanding cries (40); Cries to demand attention (37, 40); Babbles and laughs to get adult attention (40, 149, 150, 181); Calms self (40)
Self-Regulation Express and act on impulses.	Learns that crying will bring attention from caregiver (22); Cries when hungry, tired, overstimulated (19, 28, 31); Gestures or points to communicate (31, 150, 159, 165)
Sense of Competence Act in ways to make things happen.	Learns that crying will bring attention from caregiver (22); Makes demanding cries (40); Cries to demand attention (37, 40); Babbles and laughs to get adult attention (40, 149, 150, 181)
Relationships Attachment	

Initiate interactions and seeks close proximity to familiar adults who provide consistent nurturing.	Learns that crying will bring attention from caregiver (22); Shows sense of trust (40, 66, 168, 173); Shows attachment (responds positively) to significant adults (36, 40, 169, 173); Babbles and laughs to get adult attention (40, 149, 150, 181); Distinguishes voices of important, familiar people (40, 174)
Interactions with Adults	
Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults.	Smiles at the sound of familiar voices (40, 181); Responds to smiles with smiling (40, 164, 177); Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)
Peer Interactions and Relationships	
Show interest in other children.	Pays close attention to older children and their actions (40, 164); Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182)
Repeat actions that elicit social responses from others.	Learns that crying will bring attention from caregiver (22); Coos (28, 40, 122, 145, 157); Makes eye contact (40); Smiles at strangers (40); Babbles and laughs to get adult attention (40, 149, 150, 181); Responds to smiles with smiling (40, 164, 177)
Empathy	
React to emotional expressions of others.	Smiles at the sound of familiar voices (40, 181); Responds to smiles with smiling (40, 164, 177)

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.	Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds or facial expressions (40, 165); Uses gestures and actions intentionally (31, 150, 159); Can distinguish voice tones and emotions (40, 182); Gestures or points to communicate (40)
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.	Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds or facial expressions (40, 165)
Self-Regulation	
Respond positively to limits and choices offered by adults to help guide behavior.	Shares toys or possessions (40); Understands the meaning of "no" but often resists directions and must be physically removed (40)
Sense of Competence	
Show a sense of satisfaction when making things happen.	Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); 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.	Shows attachment to familiar adults (41)
Seek close proximity to familiar adults for security and support, especially when distressed.	Feels anxiety on separation from familiar adults (separation anxiety) (37, 40)
Imitate familiar adults.	Shows signs of teasing adults (40, 174); Imitate sounds (31, 145); Begin to imitate (183)
Initiate play with familiar adults.	Play games with adults and older children (40, 134, 165, 169, 173, 178, 182); Shows signs of teasing adults (40, 174)
Interactions with Adults	
Participate in routines and experiences that involve back and forth interaction with familiar adults.	Play games with adults and older children (40, 134, 165, 169, 173, 178, 182); Shows signs of teasing adults (40, 174)
Peer Interactions and Relationships	

Participate in simple back and forth interactions with peers for short periods of time.	Shares toys or possessions (40); Imitates older siblings or peers (40, 170)
Empathy	
Demonstrate awareness of the feelings expressed by others.	Can distinguish voice tones and emotions (40, 182); Imitates older siblings or peers (40, 170)

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.	Shows pride in accomplishments, especially physical (38, 41, 171); Identifies and talks about personal feelings (41, 151, 184)
Self-Concept	
Show awareness of themselves as belonging to one or more groups.	Initiates separation from caregivers (41); Plays next to other children, sharing occasionally (41, 91, 167); Identifies and talks about others' feelings (41, 183)
Identify own feelings, needs and interests.	Identifies and talks about personal feelings (41, 151, 184); Begins to express feelings with words (31, 151)
Self-Comforting	
Anticipate the need for comfort and try to prepare for changes in routine.	Looks for "home base" or significant adult during difficult situations for comfort and approval (41, 191); Shows increasing ability to cope with stress (41)
Self-Regulation	
With modeling and support, manage actions and emotional expressions.	Shows increasing ability to cope with stress (41); Shows increasing ability to control own behavior (35, 41); Identifies and talks about personal feelings (41, 151, 184); Shows interest in helping (41); Knows some rules but cannot follow them consistently (41); Shows respect for other people and possessions occasionally (41, 167, 179)
Sense of Competence	
Recognize own abilities and express satisfaction when demonstrating them to others.	Shows pride in accomplishments, especially physical (38, 41, 171); Shows increasing ability to control own behavior (35, 41); Shows interest in helping (41)
Relationships	
Attachment	
Display signs of comfort during play when familiar adults are nearby but not in the immediate area.	Looks for "home base" or significant adult during difficult situations for comfort and approval (41, 191)
Seek security and support from familiar adults when distressed.	Looks for "home base" or significant adult during difficult situations for comfort and approval (41, 191)
Interactions with Adults	
Interact with familiar adults in a variety of ways.	Shows attachment to significant adults (41); Shows interest in helping (41); Understands most things said by others (32, 155, 159); Participates in new and unfamiliar activities with the help of trusted adults (47, 191)

Seek assistance from familiar adults.	Looks for "home base" or significant adult during difficult situations for comfort and approval (41, 191); Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Follows 1-2 step directions from adults (24, 128)
Demonstrate early signs of interest in unfamiliar adults.	Is interested in the outside world (41, 175, 179)
Peer Interactions and Relationships	
Engage in associative play with peers.	Plays next to other children, sharing occasionally (41, 91, 167); Shows respect for other people and possessions occasionally (41, 167, 179)
With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns.	Plays next to other children, sharing occasionally (41, 91, 167); Knows some rules but cannot follow them consistently (41); Shows respect for other people and possessions occasionally (41, 167, 179)
Empathy	
Demonstrate awareness that others have feelings.	Identifies and talks about others' feelings (41, 183)
Respond in caring ways to another's distress in some situations.	Shows respect for other people and possessions occasionally (41, 167, 179)

Pre-Kindergarten (3-5 years)	
Self	
Awareness and Expression of Emotion	
Recognize and identify own emotions and the emotions of others.	Understand's others' perspectives (41, 176); Expresses feelings and emotions with words (39, 41); Is sensitive to the feelings of others (42)
Communicate a range of emotions in socially accepted ways.	Expresses feelings and emotions with words (39, 41)
Self-Concept	
Identify the diversity in human characteristics and how people are similar and different.	Understand's others' perspectives (41, 176); Engages in pretend play (42, 176); Role plays (42, 176)
Compare own characteristics to those of others.	Understand's others' perspectives (41, 176); Engages in pretend play (42, 176); Role plays (42, 176)
Self-Regulation	
Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	Expresses feelings and emotions with words (39, 41); Shows increasing responsibility (42), Has an increasing attention span (42, 180, 185); Shows increasing patience (42)
Demonstrate the ability to delay gratification for short periods of time.	Takes turns (41, 172); Shares (41, 172); Has an increasing attention span (42, 180, 185); Shows increasing patience (42); Plays with peers, sharing ideas and toys (42, 180, 184)
With modeling and support, show awareness of the consequences for his/her actions.	Understands some limits and rules (42, 172); Follows and makes simple rules (42)
Sense of Competence	
Show confidence in own abilities and accomplish routine and familiar tasks independently.	Shows independence (39, 41, 44); Plays alone (39, 41); Makes simple choices (between two objects or two ideas) (42); Shows increasing responsibility (42) Is self-directed (42)
Relationships	
Attachment	
Express affection for familiar adults.	Likes to be silly and make others laugh (42, 167)
Seek security and support from familiar adults in anticipation of challenging situations.	Seeks attention and approval (42)
Separate from familiar adults in a familiar setting with minimal distress.	Shows increasing responsibility (42); Is self directed (42)
Interactions with Adults	
Engage in extended, reciprocal conversations with familiar adults.	Answers questions (32)

Request and accept guidance from familiar adults.	Understands some limits and rules (42, 172); Follows more complex directions from adults (128)
Peer Interactions and Relationships	
Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	Plays with other children (39, 41, 167, 176 172, 180, 184, 212); Takes turns (41, 172); Shares (41, 172); Likes to be silly and make others laugh (42, 167); Makes friends (42, 176); Engages in group play (42); Plays with peers, sharing ideas and toys (42, 180, 184); Develops elaborate play themes (24, 125); Role plays (42, 176); Increased cooperation (63, 218)
Demonstrate socially competent behavior with peers.	Plays with other children (39, 41, 167, 176 172, 180, 184, 212); Understand's others' perspectives (41, 176); Takes turns (41, 172); Shares (41, 172); Likes to be silly and make others laugh (42, 167); Understands some limits and rules (42, 172); Makes friends (42, 176); Engages in group play (42); Plays with peers, sharing ideas and toys (42, 180, 184)
With modeling and support, negotiate to resolve social conflicts with peers.	Understand's others' perspectives (41, 176); Takes turns (41, 172); Shares (41, 172); Expresses feelings and emotions with words (39, 41); Plays with peers, sharing ideas and toys (42, 180, 184)

Empathy	
Express concern for the needs of others and people in distress.	Understand's others' perspectives (41, 176); Likes to be silly and make others laugh (42, 167); Is sensitive to the feelings of others (42)
Show regard for the feelings of other living things.	Is sensitive to the feelings of others (42)

Approaches Toward Learning	
Infants (Birth-8 Months)	
Initiative Topic:	
Initiative and Curiosity	
Show interest in people and objects.	Intentionally looks for and reaches for objects of interest (47, 195); Shows curiosity by exploring with senses 947, 188, 194); Explores the environment actively, regardless of obstacles (47, 189); Shows interest in manipulating toys or objects (23, 126); Shows interest in objects with moving parts (23, 127)
Planning, Action and Reflection	
Act on the environment to meet needs or interests.	Intentionally looks for and reaches for objects of interest (47, 195); Shows curiosity by exploring with senses (47, 188, 194); Explores the environment actively, regardless of obstacles (47, 189); Explores environment with senses (22, 112)
Respond to people and objects in their immediate environment based on past experience.	Shows persistence by repeating actions, such as banging objects (47, 113); Anticipates events (23, 116)
Engagement and Persistence	
Attention	
Demonstrate awareness of happenings in surroundings.	Explores the environment actively, regardless of obstacles (47, 189); Explores environment with senses (22, 112); Follows moving object with eyes (15, 88); Follows distant object with eyes (15, 98, 102)
Persistence	
Attempt to reproduce interesting and pleasurable effects and events.	Intentionally looks for and reaches for objects of interest (47, 195); Shows persistence by repeating actions, such as banging objects (47, 113); Intentionally selects toys to play with (23)
Creativity	
Innovation and Invention	
Make discoveries about self, others, and the environment.	Explores the environment actively, regardless of obstacles (47, 189); Explores environment with senses (22, 112); Responds to own reflection in mirror (23, 122); Discovers hands and feet are extensions of self (23, 92, 94, 97, 100, 116, 122, 165)
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 (22, 126, 133)

Young Toddlers (6-18 months)	
Initiative Topic:	
Initiative and Curiosity	
Explore the environment through a variety of sensory-motor activity.	Explores the environment actively, regardless of obstacles (47, 189); Explores environment with senses (22, 112); Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Tracks a moving toy and retrieves it when partially hidden(23, 118)
Practice new skills with enthusiasm.	Shows creativity by using objects in new ways (47, 190); Investigates objects by banging, shaking, and throwing (23); Practices cause and effect, such as closing doors (21, 23, 113, 118)
Demonstrate a willingness to try new activities and experiences.	Shows creativity by using objects in new ways (47, 190); Investigates objects by banging, shaking, and throwing (23); Shows interest in playing games (23, 113, 123)
Planning, Action, and Reflection	
Use a variety of ways to meet simple goals.	Takes initiative, such as looking for a missing toy (47, 192); Explores the environment actively, regardless of obstacles (47, 189); Shows understanding that objects have purpose (23, 127)
Approach tasks with repeated trial and error.	Takes initiative, such as looking for a missing toy (47, 192); Focuses on some activities of interest for several minutes at a time (47, 191); Explores the environment actively, regardless of obstacles (47, 189); Shows persistence by repeating actions, such as banging objects (47, 113); Practices cause and effect, such as closing doors (21, 23, 113, 118)
Engagement and Persistence	
Attention	
Focus on an activity but is easily distracted.	Focuses on some activities of interest for several minutes at a time (47, 191)
Persistence	
Repeat actions intentionally to achieve goal.	Shows persistence by repeating actions, such as banging objects (47, 113); Engages in intentional play (23, 117, 123, 127, 133)
Creativity	
Innovation and Invention	
Use objects in new ways.	Shows creativity by using objects in new ways (47, 190)

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.	Intentionally looks for and reaches for objects of interest (47, 195); Explores the environment actively, regardless of obstacles (47, 189); Selects toys to play with, intentionally (23, 195); Engages in intentional play (23, 117, 123, 127, 133)

Older Toddlers (16-36 months)	
Initiative Topic:	
Initiative and Curiosity	
Experiment in the environment with purpose.	Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Uses imagination in dramatic play (47, 191)
Ask questions to gain information.	Points, gestures, or asks "what's that" when curious about something (47); Asks questions (24)
Planning, Action, and Reflection	
Make choices to achieve a desired goal.	Feeds self (16, 91); Dresses self (16, 124, 175)
Use previous learning to inform new experiences with people and objects in their environment.	Recalls past experiences (24, 29, 135)
Engagement and Persistence	
Attention	
Focus on an activity for short periods of time despite distractions.	Follows through on some tasks (47, 195)
Persistence	
Engage in self-initiated activities for sustained periods of time.	Follows through on some tasks (47, 195); Feeds self (16, 91); Dresses self (16, 124, 175)
Creativity	
Innovation and Invention	
Use materials in new and unconventional ways.	Uses imagination in dramatic play (47, 191); Rides tricycle (alternating between scooting and pedaling) (16, 91); Creates imaginary friends (24)
Expression of Ideas and Feelings through the Arts	
Use self-selected materials and media to express ideas and feelings.	Uses imagination in dramatic play (47, 191)

Pre-Kindergarten (3-5 years)	
Initiative Topic:	
Initiative and Curiosity	
Seek new and varied experiences and challenges (take risks).	Purposefully explores new things or ideas (47, 193, 194); Approaches situations with increasing flexibility (47); Invents new purposes for objects (47, 190); Creates stories, imagining and describing things or situations that do not exist (48, 196)
Demonstrate self-direction while participating in a range of activities and routines.	Purposefully explores new things or ideas (47, 193, 194); Works at tasks despite distractions and interruptions (48); Reflects on past experiences and applies information to new situations (48, 190)
Ask questions to seek explanations about phenomena of interest.	Seeks and accepts help and information (48, 188)
Planning, Action, and Reflection	
Develop, initiate and carry out simple plans to obtain a goal.	Purposefully explores new things or ideas (47, 193, 194); Invents new purposes for objects (47, 190); Works at tasks despite distractions and interruptions (48); Offers ideas and suggestions (48, 196)
Use prior knowledge and information to assess, inform, and plan for future actions and learning.	Invents new purposes for objects (47, 190); Offers ideas and suggestions (48, 196); Reflects on past experiences and applies information to new situations (48, 190); Has increasing memory (24, 129, 217)
Engagement and Persistence	
Attention	
Focus on an activity with deliberate concentration despite distractions.	Works at tasks despite distractions and interruptions (48); Has an increasing attention span (42, 180, 185)
Persistence	
Carry out tasks, activities, projects or experiences from beginning to end.	Works at tasks despite distractions and interruptions (48); Has an increasing attention span (42, 180, 185)
Focus on the task at hand even when frustrated or challenged.	Approaches situations with increasing flexibility (47); Works at tasks despite distractions and interruptions (48); Has an increasing attention span (42, 180, 185)
Creativity	
Innovation and Invention	
Use imagination and creativity to interact with objects and materials.	Purposefully explores new things or ideas (47, 193, 194); Invents new purposes for objects (47, 190); Creates stories, imagining and describing things or situations that do not exist (48, 196); Develops elaborate play themes (24, 125)

Use creative and flexible thinking to solve problems.	Approaches situations with increasing flexibility (47); Invents new purposes for objects (47, 190); Offers ideas and suggestions (48, 196); Reflects on past experiences and applies information to new situations (48, 190)
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.	Invents new purposes for objects (47, 190); Creates stories, imagining and describing things or situations that do not exist (48, 196); Uses small muscles in hands to color, cut, paste, and paint (16, 105); Tells stories without prompting (32)
Express interest in and show appreciation for the creative work of others.	Purposefully explores new things or ideas (47, 193, 194)

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.	Moves head from side to side while on stomach (15, 88, 93); Turns head to both sides while on back (15, 88); Holds head steady when carried or held (15); Brings hands to midline while on back (15, 106); Rotates or turns head from side to side with no head bobbing (15); Rolls over (15, 97); Lifts head while lying on back (15); Brings feet to mouth easily while lying on back (15, 97); Holds up chest with weight on forearms (15, 102); Attempts to crawl/crawls (12, 15, 89, 94); Can be pulled to feet but can't support self (15); Gets to a sitting position (15); Sits unsupported (15); Sits by self and maintains balance (15)
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 (15, 89); Grasps small objects (12, 15, 89, 93, 103, 107)
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 (15, 98)
Sensory Motor	
Use senses and movement to explore immediate surroundings.	Reacts to loud noises (15, 88); Explores environment with senses (112); Moves head from side to side while on stomach (15, 88, 93); Turns head to both sides while on back (15, 88); Holds head steady when carried or held (15); Focuses on objects 8 to 12 inches away (15, 88, 106); Follows moving object with eyes (15, 88, 102); Plays with hands and may hold and observe a toy (15); Reaches for objects (15, 195)
Physical Well-Being	
Body Awareness	
Show awareness of own body.	Discovers hands and feet are extensions of self (23, 92, 94, 97, 100, 116, 122, 165)
Physical Activity	
Interact with adults in physical activities.	Holds head steady when carried or held (15); Can be pulled to feet but can't support self (15); Shows interest in playing games (23, 113, 123)

Nutrition	
Express when hungry or full.	Brings hands to face (15); Cries when hungry, tired, overstimulated (28, 31)
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.	Sits unsupported (15); Sits by self and maintains balance (15); Crawls (12, 15, 89, 94); Cruises (walks around holding on to furniture) (13, 15); Walks with assistance (15); Stands alone (15, 94, 107); Walks alone (15, 107); Crawls up and down stairs (13, 16);
Small Muscle: Touch, Grasp, Reach, Manipulate	
Use both hands together to accomplish a task.	Grasps small objects (12, 15, 89, 93, 103, 107); Transfers objects from one hand to another (15, 89); Scribbles with crayon (15, 107); Uses small muscles in hands to squish playdough (16, 62, 104); Claps hands with enjoyment (16, 100); Controls small muscles in hands, such as using a spoon (16, 90, 99, 104); Puts one block on top of another (16, 90, 93)
Oral-Motor	
Take and chew small bites/pieces of finger food.	Feeds self (16, 91)
Sensory Motor	
Coordinate senses with movement.	Follows distant object with eyes (15, 98); Brings feet to mouth easily while lying on back (15, 97); Uses small muscles in hands to squish playdough (16, 62, 104); Claps hands with enjoyment (16, 100); Puts one block on top of another (16, 90, 93)
Physical Well-Being	
Body Awareness	
Point to basic body parts when asked.	Is interested in anatomy (41, 171, 174)
Physical Activity	
Using simple movement skills, participate in active physical play.	Scribbles with crayon (15, 107); Uses small muscles in hands to squish playdough (16, 62, 104); Puts blocks on top of another (16, 90, 93)
Nutrition	
Follow a regular eating routine.	Accepts being spoon-fed (15, 98)
Self-Help	
With adult assistance, participate in personal care tasks (e.g. hand-washing, dressing, etc.).	Feeds self (16, 91); Dresses self (16, 124, 175)
Safety Practices	

Follow adult intervention/guidance regarding safety.	Follows simple commands from adults or older children(23, 114, 134); Understands and responds to simple directions (31, 158); Follows more complex directions from adults (128)
--	---

Older Toddlers (16-36 months)	
Motor Development	
Large Muscle, Balance and Coordination	
Use locomotor skills with increasing coordination and balance.	Walks up and down stairs with help, usually leading with the same foot (16); Runs with large gait (13, 16, 211); Runs with ease (13, 16); Jumps from a height of 12 inches (13, 16); Rides tricycle - may alternate between scooting and pedaling (16, 91)
Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.	Stands on tiptoes (16); Throws a ball (13, 16, 105)
Small Muscle: Touch, Grasp, Reach, Manipulate	
Coordinate the use of arms, hands and fingers to accomplish tasks.	Throws a ball (13, 16, 105); Feeds self (16, 91); Dresses self (16, 124, 175); Builds tower of three or more blocks (16, 100); Uses object to hammer and pound (16, 104); Turns pages of book one at a time (16); Moves fingers individually and draws circle (16, 108)
Oral-Motor	
Take bites from whole foods and coordinate chewing and swallowing.	Feeds self (16, 91)
Sensory Motor	
Use sensory information to guide movement to accomplish tasks.	Uses object to hammer and pound (16, 104); Moves fingers individually and draws circle (16, 108); Feeds self (16, 91)
Physical Well-Being	
Body Awareness	
Name, point to and move body parts when asked.	Is interested in anatomy (41, 171, 174)
Physical Activity	
Participate in active physical play and structured activities requiring spontaneous and instructed body movements.	Throws a ball (13, 16, 105); Uses object to hammer and pound (16, 104); Jumps from a height of 12 inches (13, 16); Rides tricycle-may alternate between scooting and pedaling (16, 91)
Nutrition	
Make simple food choices, has food preferences and demonstrate willingness to try new foods.	Feeds self (16, 91)
Self-Help	

With modeling and support, complete personal care tasks (e.g. hand-washing, dressing, toileting, etc.).	Washes face and hands (40); Shows independence in washing hands, dressing, and selecting clothing (41); Shows interest in toilet training (16); Shows independence in self-help skills (166); Shows independence in self care (175)
Safety Practices	
Cooperate and/or stop a behavior in response to a direction regarding safety.	Follows 1-2 step directions from adults (24, 128); Shows increasing ability to control own behavior (41)
Use adults as resources when needing help in potentially unsafe or dangerous situations.	Looks for "home base" or significant adult during difficult situations for comfort and approval (41, 191); Participates in new and unfamiliar activities with the help of trusted adults (47, 191)

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).	Swings arms while walking (16); Walks on a balance beam or line (14, 16, 62, 96); Slides without assistance (17); Runs consistently without falling (14, 17, 109, 215); Walks up and down stairs, alternating feet (17); Runs with ease and stops quickly (14, 17, 109, 215); Pedals and steers preschool-sized three-wheelers (17); Scoots on two-wheeled bike without pedals and/or pedals and steers a two-wheeled bike with training wheels (14, 17); Rides two-wheeled bike (14, 17); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123); Balances or hops on one foot (14, 17, 96, 109, 216); Jumps over objects 8 to 10 inches high without falling (17, 92)
Demonstrate coordination in using objects during active play (e.g. throwing, catching, kicking balls, riding tricycle).	Walks on a balance beam or line (14, 16, 62, 96); Bounces a ball and catches it (17, 105); Walks up and down stairs, alternating feet (17); Throws a ball overhand with greater accuracy and distance (17); Pedals and steers preschool-sized three-wheelers (17); Scoots on two-wheeled bike without pedals and/or pedals and steers a two-wheeled bike with training wheels (14, 17); Rides two-wheeled bike (14, 17); Throws a ball to a target overhand and underhand (17); Catches a ball when thrown or bounced (17); Kicks a ball with accuracy (17, 109); Learns to jump rope (17, 62, 131)
Use non-locomotor skills with control, balance and coordination during active play (e.g. bending, stretching and twisting).	Balances or hops on one foot (14, 17, 96, 109, 216); Jumps into air with both feet (17, 216); Bounces a ball and catches it (17, 105); Throws a ball overhand with greater accuracy and distance (17); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123); Throws a ball to a target overhand and underhand (17); Catches a ball when thrown or bounced (17); Balances well (17); Kicks a ball with accuracy (17, 109)
Demonstrate spatial awareness in physical activity or movement.	Swings arms while walking (16); Learns to jump rope (17, 62, 131); Uses positional terms (24, 121); Increased spatial awareness (217)
Small Muscle: Touch, Grasp, Reach, Manipulate	

Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.	Puts puzzles together (17, 17, 62, 101, 123); Learns to tie shoes (17); Makes marks or strokes with drawing tools (17, 91); Manages zippers, snaps, and buttons (17, 58); Builds and stacks several small blocks (17); Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105); Uses scissors (14, 16, 62, 63, 101); Copies and draws simple shapes and letters (14, 16)
Use classroom and household tools independently with eye-hand coordination to carry out activities.	Puts puzzles together (14, 17, 62, 101, 123); Learns to tie shoes (17); Makes marks or strokes with drawing tools (17, 91); Manages zippers, snaps, and buttons (17, 58); Builds and stacks several small blocks (17); Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105); Uses scissors (14, 16, 62, 63, 101); Copies and draws simple shapes and letters (14, 16)
Oral-Motor	
Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.	Sings simple, repetitive songs (32)
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 (17, 92); Walks on a balance beam or line (14, 16, 62, 96); Learns to jump rope (17, 62, 131)
Physical Well-Being	
Body Awareness	
Identify and describe the function of body parts.	Identifies and names body parts (24)
Physical Activity	
Participate in structured and unstructured active physical play exhibiting strength and stamina.	Swings arms while walking (16); Walks on a balance beam or line (14, 16, 62, 96); Slides without assistance (17); Runs consistently without falling (14, 17, 109, 215); Walks up and down stairs, alternating feet (17); Runs with ease and stops quickly (14, 17, 109, 215); Pedals and steers preschool-sized three-wheelers (17); Scoots on two-wheeled bike without pedals and/or pedals and steers a two-wheeled bike with training wheels (14, 17); Rides two-wheeled bike (14, 17); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123); Balances or hops on one foot (14, 17, 96, 109, 216); Jumps over objects 8 to 10 inches high without falling (17, 92)
Demonstrate basic understanding that physical activity helps the body grow and be healthy.	Addressed on page 11 and 14

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.).	Manages zippers, snaps, and buttons (17, 58); Stays dry while sleeping (17); Completes toilet training (17); Dresses with little assistance (17); Learns to tie shoes (17)
Follow basic health practices.	
Safety Practices	
With modeling and support, identify and follow basic safety rules.	Begins to understand some limits and rules (39, 42, 172)
Identify ways adults help to keep us safe.	Begins to understand some limits and rules (39, 42, 172)
With modeling and support, identify the consequences of unsafe behavior.	Begins to understand some limits and rules (39, 42, 172)
With modeling and support, demonstrate ability to follow emergency routines (e.g. fire or tornado drill).	Begins to understand some limits and rules (39, 42, 172); Emergency evacuations (228)
With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	Begins to understand some limits and rules (39, 42, 172); Transportation of children (219)

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.	Reacts to human voice and human heartbeat (28, 31, 112, 140, 157); Shows attachment (responds positively) to significant adults (160, 165); Smiles at the sound of familiar voices (40, 181); Smiles at strangers (40); Responds to smiles with smiling (40, 177)
Mirror simple actions and facial expressions of others previously experienced.	Smiles at the sound of familiar voices (40, 181)
Anticipates next steps in simple familiar routines and games.	Anticipates events (23, 116); Shows interest in playing games (23, 113, 123)
Symbolic Thought	
Explore real objects, people and actions.	Explores environment with senses (22, 112); Responds to own reflection in the mirror (23, 122); Shows interest in manipulating toys and objects (23, 126); Investigates objects by banging, shaking, and throwing (23, 113); Shows interest in objects with moving parts (23, 127)
Reasoning and Problem-Solving	
Actively use the body to find out about the world.	Explores environment with senses (22, 112); Shows interest in manipulating toys and objects (23, 126); Investigates objects by banging, shaking, and throwing (23, 113); Shows interest in objects with moving parts (23, 127); Shows interest in playing games (23, 113, 123)
Mathematics	
Number Sense	
Number Sense and Counting	
Explore objects and attend to events in the environment.	Explores environment with senses (22, 112); Shows interest in manipulating toys and objects (23, 126); Investigates objects by banging, shaking, and throwing (23, 113); Shows interest in objects with moving parts (23, 127)
Number Relationships and Operations	
Number Relationships	

Explore objects and attend to events in the environment.	Explores environment with senses (22, 112); Shows interest in manipulating toys and objects (23, 126); Investigates objects by banging, shaking, and throwing (23, 113); Shows interest in objects with moving parts (23, 127)
Algebra	
Group and Categorize	
Notice differences between familiar and unfamiliar people, objects and places.	Shows attachment (responds positively) to significant adults (160, 165); Smiles at the sound of familiar voices (40, 181); Smiles at strangers (40)
Patterning	
Imitate repeated movements.	Coos in response to adults' speech (28, 31, 145, 157)
Measurement and Data	
Describe and Compare Measurable Attributes	
Explore properties of objects.	Shows interest in manipulating toys and objects (23, 126); Investigates objects by banging, shaking, and throwing (23, 113); Shows interest in objects with moving parts (23, 127)

Geometry	
Spatial Relationships	
Explore the properties of objects.	Shows interest in manipulating toys and objects (23, 126); Investigates objects by banging, shaking, and throwing (23, 113); Shows interest in objects with moving parts (23, 127)
Social Studies	
Self	
Social Identity	
Show awareness of self and awareness of other people.	Discovers hands and feet are extensions of self (23, 92, 94, 97, 100, 116, 122, 165); Responds to own reflection in the mirror (23, 122)
Science	
Science Inquiry and Application	
Inquiry	
Examine objects with lips and tongue.	Explores environment with senses (22, 112)
Observe, hold, touch and manipulate objects.	Shows interest in manipulating toys and objects (23, 126); Investigates objects by banging, shaking, and throwing (23, 113); Shows interest in objects with moving parts (23, 127)
Cause and Effect	
Use simple actions to make things happen.	Learns that crying will bring attention from caregiver (22); Shows interest in manipulating toys and objects (23, 126); Shows interest in objects with moving parts (23, 127)

Young Toddlers (6-18 months)	
Cognitive Skills	
Memory	
Recall information over a period of time with contextual cues.	Developing memory skills (129, 217); Recalls past experiences (24, 29, 135)
Mirror and repeat something seen at an earlier time.	Imitates sounds (28, 31, 145, 183); Imitates older siblings or peers (40, 170)
Anticipate the beginning and ending of activities, songs and stories.	Anticipates events (23, 116); Repeats simple cursery chants and rhymes (23, 118)
Symbolic Thought	
Use one or two simple actions or objects to represent another in pretend play.	Engages in more pretend play (23, 124); Shows creativity by using objects in new ways (47, 190)
Reasoning and Problem-Solving	
With modeling and support, use simple strategies to solve problems.	Investigates objects by banging, shaking, and throwing (113); Tracks a moving toy and retrieves it when partially hidden (23, 118); Practices cause and effect, such as closing doors (21, 23, 113, 118)
Mathematics	
Number Sense	
Number Sense and Counting	
Pay attention to quantities when interacting with objects.	
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.	Does simple sorting (23, 114, 135)
Patterning	
Participate in adult-initiated movement patterns.	Follows simple commands from adults or older children (23, 114, 134); Understands and responds to simple directions (31, 158)
Measurement and Data	
Describe and Compare Measurable Attributes	
Show awareness of the size of objects.	Does simple sorting (23, 114, 135)
Geometry	
Spatial Relationships	
Explore how things fit and move in space.	Increased spatial awareness (217)
Social Studies	

Self	
Social Identity	
Prefer familiar adults and recognize familiar actions and routines.	Feels anxiety on separation from familiar adults (separation anxiety) (37, 40); Shows attachment to familiar adults (41)

Science	
Science Inquiry and Application	
Inquiry	
Try different things with objects to see what happens or how things work.	Shows interest in manipulating toys and objects (23, 126); Investigates objects by banging, shaking, and throwing (23, 113); Shows interest in objects with moving parts (23, 127); Engages in more intentional play (23, 117, 123, 127, 133); Practices cause and effect, such as closing doors (21, 23, 113)
Observe the physical and natural world around them.	Explores environment with senses (22, 112); Investigates objects by banging, shaking, and throwing (23, 113); Shows awareness of object permanence (knows objects exist when out of sight) (23, 117)
Cause and Effect	
Purposefully combine actions to make things happen.	Engages in more intentional play (23, 117, 123, 127, 133); Practices cause and effect, such as closing doors (21, 23, 113, 118)

Older Toddlers (16-36 months)	
Cognitive Skills	
Memory	
Recall information over a longer period of time without contextual cues.	Recalls past experiences (24, 29, 135)
Reenact a sequence of events accomplished or observed at an earlier time.	Recalls past experiences (24, 29, 135)
Anticipate routines.	Addressed on page 195
Link past and present activities.	Recalls past experiences (24, 29, 135)
Symbolic Thought	
Engage in pretend play involving several sequenced steps and assigned roles.	Engages in more pretend play (23, 124); Creates imaginary friends (24); Uses imagination in dramatic play (47, 191)
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 pages 131 and 136
Use number words to indicate the quantity in small sets of objects (e.g. 2, 3), and begin counting aloud.	Addressed on page 131
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.	Addressed on page 131
Algebra	
Group and Categorize	
Sort objects into two or more groups by their properties and uses.	Does simple sorting (23, 114, 135)
Patterning	
Copy and anticipate a repeating pattern.	Addressed on page 121
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.	Recognizes colors (23, 119); Names some colors (23, 119, 214); Does simple sorting (23, 114, 135); Recognizes some shapes (23, 128)
--	---

Geometry	
Spatial Relationships	
Demonstrate how things fit together and/or move in space with increasing accuracy.	Puts interlocking puzzles together (24, 101)
Identify and Describe Shapes	
Recognize basic shapes.	Recognizes some shapes (23, 128)
Social Studies	
Self	
Social Identity	
Identify self and others as belonging to one or more groups by observable characteristics.	Recognizes own image in the mirror (114, 23)
Science	
Science Inquiry and Application	
Inquiry	
Engage in sustained and complex manipulation of objects.	Does simple sorting (23, 114, 135)
Engage in focused observations of objects and events in the environment.	Is interested in the outside world (41)
Ask questions about objects and events in the environment.	Asks questions (24); Points, gestures, or asks "what's that" when curious about something (47)
With modeling and support, use simple tools to explore the environment.	Purposefully explores new things or ideas (47, 193, 194)
Cause and Effect	
Demonstrate understanding that events have a cause.	Practices cause and effect, such as closing doors (21, 23, 113, 118)
Make predictions.	

Pre-Kindergarten (3-5 years)	
Cognitive Skills	
Memory	
Communicate about past events and anticipate what comes next during familiar routines and experiences.	Recalls past experiences (24, 29, 135); Reflects on past experiences and applies information to new situations (48, 190)
With modeling and support remember and use information for a variety of purposes.	Has increasing memory (24, 129, 217); Reflects on past experiences and applies information to new situations (48, 190)
Recreate complex ideas, events/situations with personal adaptations.	Recalls past experiences (24, 29, 135); Reflects on past experiences and applies information to new situations (48, 190); Invents new purposes for objects (47, 190)
Symbolic Thought	
Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g. drawings, construction or movement).	Uses props to symbolize real objects (24); Addressed on page 86
Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	Uses props to symbolize real objects (24); Engages in fantasy play, making up plots (24); Develops elaborate play themes (24, 125); Creates stories, imagining and describing things or situations that do not exist (48, 196)
Reasoning and Problem-Solving	
Demonstrate ability to solve everyday problems based upon past experience.	Reflects on past experiences and applies information to new situations (48, 190)
Solve problems by planning and carrying out a sequence of actions.	Uses reason to solve problems (19, 24, 63); Puts things in order or sequence (24, 115)
Seek more than one solution to a question, problem or task.	Uses reason to solve problems (19, 24, 63)
Explain reasoning for the solution selected.	Uses reason to solve problems (19, 24, 63)
Mathematics	
Number Sense	
Number Sense and Counting	
Count to 20 by ones with increasing accuracy.	Shows an interest in numbers and names of numbers (24, 131); Counts out loud (24, 131, 136); Counts twenty or more objects with accuracy (25, 131, 136)
Identify and name numerals 1-9.	Shows an interest in numbers and names of numbers (24, 131); Counts out loud (24, 131, 136); Counts twenty or more objects with accuracy (25, 131, 136)

Identify without counting small quantities of up to 3 items. (Subitize)	Understands concepts such as age, number and distance (24, 115, 132); Estimates numbers in a group (25)
Demonstrate one-to-one correspondence when counting objects up to 10.	Counts out loud (24, 131, 136); Counts twenty or more objects with accuracy (25, 131, 136)
Understand that the last number spoken tells the number of objects counted.	Understands concepts such as age, number and distance (24, 115, 132); Counts twenty or more objects with accuracy (25, 131, 136)
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.	Understands concepts such as age, number and distance (24, 115, 132)
Number Relationships and Operations	
Number Relationships	
Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.	Shows an interest in numbers and names of numbers (24, 131); Counts twenty or more objects with accuracy (25, 131, 136)
Algebra	
Group and Categorize	
Sort and classify objects by one or more attributes (e.g. size, shape).	Names simple shapes (24, 210); Sorts or describes objects by one or more attributes (24, 115, 129, 130); Makes comparisons between objects after observation (24, 130, 132); Puts things in order or sequence (24, 115); Sorts and organizes (25, 129, 130); Matches objects (25, 125)
Patterning	
Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	Notices patterns (24, 62, 121), Puts things in order or sequence (24, 115)
Create patterns.	Notices patterns (24, 62, 121), Puts things in order or sequence (24, 115)
Measurement and Data	
Describe and Compare Measurable Attributes	
Describe and compare objects using measureable attributes (e.g. length, size, capacity and weight).	Sorts or describes objects by one or more attributes (24, 115, 129, 130); Makes comparisons between objects after observation (24, 130, 132); Sorts and organizes (25, 129, 130); Uses measurement terms (25, 121, 137)

Order objects by measureable attribute (e.g. biggest to smallest, etc.).	Notices patterns (24, 62, 121); Sorts or describes objects by one or more attributes (24, 115, 129, 130); Makes comparisons between objects after observation (24, 130, 132); Understands concepts such as age, number and distance (24, 115, 132); Puts things in order or sequence (24, 115); Sorts and organizes (25, 129, 130); Uses
Measure length and volume (capacity) using non-standard or standard measurement tools.	Understands concepts such as age, number and distance (24, 115, 132); Uses measurement terms (25, 121, 137)
Data Analysis	
Collect data by categories to answer simple questions.	Sorts or describes objects by one or more attributes (24, 115, 129, 130); Makes comparisons between objects after observation (24, 130, 132)
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.	Makes comparisons between objects after observation (24, 130, 132); Uses positional terms (24, 120)
Identify and Describe Shapes	
Understand and use names of shapes when identifying objects.	Names simple shapes (24, 210)
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.	Makes comparisons between objects after observation (24, 130, 132)
Create shapes during play by building, drawing, etc.	Names simple shapes (24, 210); Draws basic shapes and expressive art
Combine simple shapes to form larger shapes.	Draws basic shapes and expressive art (25)

Social Studies	
History	
Historical Thinking and Skills	
Demonstrate an understanding of time in the context of daily experiences.	Uses words for time, such as "yesterday" and "today" (24, 136)
Develop an awareness of his/her personal history.	Tells stories without prompting (32, 143); Reflects on past experiences and applies information to new situations (48, 190); Has increasing memory (24, 129, 217)
Heritage	
Develop an awareness and appreciation of family cultural stories and traditions.	Addressed on page 152
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.	Understands others' perspectives (41); Makes comparisons between objects after observation (24, 130, 132)
Government	
Civic Participation and Skills	
Understand that everyone has rights and responsibilities within a group.	Plays with other children (39, 41, 167, 176 172, 180, 184, 212); Engages in group play (42); Plays with peers, sharing ideas and toys (42, 180, 184)
Demonstrate cooperative behaviors and fairness in social interactions.	Plays with other children (39, 41, 167, 176 172, 180, 184, 212); Takes turns (41, 172); Shares (41, 172); Engages in group play (42); Plays with peers, sharing ideas and toys (42, 180, 184); Understands some limits and rules (42, 172); Increased cooperation (218); Approaches situations
With modeling and support, negotiate to solve social conflicts with peers.	Increased cooperation (218); Use reason to solve problems (19, 24, 63); Approaches situations with increasing flexibility (48)
With modeling and support, demonstrate an awareness of the outcomes of choices.	Use reason to solve problems (19, 24, 63); Seeks and accepts help and information (48, 188)
Rules and Laws	
With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.	Understands some limits and rules (42, 172)

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.	Purposefully explores new things or ideas (47, 193, 194); Practices cause and effect (23)
Make careful observations.	Purposefully explores new things or ideas (47, 193, 194)
Pose questions about the physical and natural environment.	Seeks and accepts help and information (48, 188); Purposefully explores new things or ideas (47, 193, 194)
Engage in simple investigations.	Purposefully explores new things or ideas (47, 193, 194); Practices cause and effect (23)
Describe, compare, sort, classify, and order.	Matches objects (25, 125); Sorts and organizes (25, 129, 130); Puts things in order or sequence (24, 115); Makes comparisons between objects after observation (24, 130, 132); Sorts or describes objects by one or more attributes (24, 115, 129, 130)
Record observations using words, pictures, charts, graphs, etc.	
Use simple tools to extend investigation.	Addressed on page 63
Identify patterns and relationships.	Sorts and organizes (25, 129, 130); Puts things in order or sequence (24, 115); Makes comparisons between objects after observation (24, 130, 132); Sorts or describes objects by one or more attributes (24, 115, 129, 130)
Make predictions.	Uses reason to solve problems (19, 24, 63)
Make inferences, generalizations and explanations based on evidence.	Argues, reasons, and uses "because" (33); Makes comparisons between objects after observation (24, 130, 132); Practices cause and effect (23)

Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g. pictures, words, dramatization).	Sorts or describes objects by one or more attributes (24, 115, 129, 130)
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 211
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 (179)
Physical Science	
Explorations of Energy	
With modeling and support, explore the properties of objects and materials (e.g. solids and liquids).	
With modeling and support, explore the position and motion of objects.	Increased spatial awareness (217)
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 (171, 174)
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 (25, 129, 130); Puts things in order or sequence (24, 115); Makes comparisons between objects after observation (24, 130, 132); Sorts or describes objects by one or more attributes (24, 115, 129, 130)

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 (28, 31, 112, 140, 157); Coos in response to adults' speech (28, 31, 145, 157); Responds to own name (31, 149, 153)
Expressive Language	
Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.	Cries when hungry, tired, overstimulated (28, 31); Makes squealing and gurgling sounds (31, 140, 149, 152); Babbles consonant sounds, such as "da-da-da" (31, 149); Babbles sounds, such as "goo" and "gaa" (31, 150); Experiments with vocalizations (31); Uses intonations in sounds (31)
Social Communication	
Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.	Coos in response to adults' speech (28, 31, 145, 157); Babbles consonant sounds, such as "da-da-da" (31, 149); Babbles sounds, such as "goo" and "gaa" (31, 150); Responds to own name (31, 149, 153)
Reading	
Early Reading	
Show interest in books, pictures, songs and rhymes.	Listens to songs, stories, or rhymes with interest (31, 141, 157, 158)
Reading Comprehension	
Attend and respond when familiar books are read aloud.	Listens to songs, stories, or rhymes with interest (31, 141, 157, 158)
Phonological Awareness	
Vocalize sounds.	Cries when hungry, tired, overstimulated (28, 31); Makes squealing and gurgling sounds (31, 140, 149, 152); Babbles consonant sounds, such as "da-da-da" (31, 149); Babbles sounds, such as "goo" and "gaa" (31, 150); Experiments with vocalizations (31); Use intonations in sounds (31)
Writing	
Early Writing	
Show ability to transfer and manipulate an object with hands.	Transfers objects from one hand to another (15, 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.	Responds to "no, no" (23); Follows simple commands from adults or older children (23, 114, 134); Understands and responds to simple directions (31, 158)
Expressive Language	
Begin to use single words and conventional gestures to communicate with others.	Says one word or more (31, 158); Gestures or points to communicate (31, 146, 153); Uses gestures and actions intentionally (31, 150, 159); Intentionally says mama and/or dada (31)
Social Communication	
Participate in and often initiate basic communications with family members or familiar others.	Intentionally says mama and/or dada (31); Responds to own name (31, 149, 153); Understands and responds to simple directions (31, 158)
Reading	
Early Reading	
Actively participate in book reading, story-telling, and singing.	Listens to songs, stories, or rhymes with interest (31, 141, 157, 158)
Reading Comprehension	
Point to familiar pictures in books when labeled by adult.	Talk about pictures in books (23)
Print Concepts	
Demonstrate interest in exploring books.	Listens to songs, stories, or rhymes with interest (31, 141, 157, 158)
Phonological Awareness	
Explore sounds of materials and objects.	Experiments with vocalizations to include longer and more varied sounds (31); Uses intonations in sounds (31)
Recognize familiar sounds (e.g. the sound of a particular animal, a friend's voice, etc.).	Imitates sounds (28, 31, 145, 183)
Writing	
Early Writing	
Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble.	Scribbles with crayon (15, 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.	Tells own age (24); Knows and says first name (24); Follows 1-2 step directions from adults (24, 128); Says "hi", "bye", and "uh-oh" (31); Understands most things said by others (32, 155, 159); Responds to things said by others (32)
Demonstrate interest in and use words that are new or unfamiliar in conversation and play.	Addressed on page 66
Understand when words are used in unconventional ways.	Addressed on page 66
Expressive Language	
Combine words to express more complex ideas, or requests.	Has a vocabulary of twenty to three hundred words (31, 142, 147, 154); Uses two to three word phrases (31); Puts nouns and verbs together in simple sentences (32, 147, 160)
With modeling and support, describe experiences with people, places and things.	Has a vocabulary of twenty to three hundred words (31, 142, 147, 154); Expresses feelings with words (31, 151); Names objects or people of interest (32, 142)
Use words that indicate position and direction.	Has a vocabulary of twenty to three hundred words (31, 142, 147, 154)
Social Communication	
Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.	Has a vocabulary of twenty to three hundred words (31, 142, 147, 154); Says "hi", "bye", and "uh-oh" (31); Expresses feelings with words (31, 151); Uses understandable speech (32, 159); Responds to things said by others (32)
Reading	
Early Reading	
Show an appreciation for reading books, telling stories and singing.	Pretends to read (23, 124); Repeats simple nursery chants and rhymes (23, 118); Sings parts of simple songs (23)
Reading Comprehension	
Demonstrate an understanding of the meaning of stories and information in books.	Talks about pictures in books (23)
Use pictures to describe and predict stories and information in books.	Pretends to read (23, 124); Talks about pictures in books (23)
Understand when words are used in unconventional ways during shared reading.	

Print Concepts	
Demonstrate a beginning understanding that print carries meaning.	Addressed on page 208
Distinguishes pictures from letters and words in a text.	Talks about pictures in books (23); Enjoys books and has a sense of how books work (161)
Phonological Awareness	
Distinguish between sounds that are the same and different (e.g. environmental sounds, animal sounds, etc.)	Addressed on page 208
Letter and Word Recognition	
With modeling and support recognize familiar logos and environmental print.	
With modeling and support, recognize own name in print.	Recognizes own name in print (24, 136)

Writing	
Early Writing	
Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool.	Moves fingers individually and draws circle (16, 108)
Writing Application and Composition	
Make marks and "scribble writing" to represent objects and ideas.	Moves fingers individually and draws circle (16, 108)

Pre-Kindergarten (3-5 years)	
Listening and Speaking	
Receptive Language and Comprehension	
Demonstrate understanding of increasingly complex concepts and longer sentences.	Uses sentences with seven words or more (30, 32); Refers to "yesterday" and "tomorrow" correctly (32); Uses pronouns in sentences (32); Converses easily with adults (33)
Ask meaning of words.	Asks questions and seeks answers (32, 151, 156); Likes to learn new words (32, 143, 155)
Follow two-step directions or requests.	Follows 2-3 step directions (32, 148)
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.	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Uses sentences with seven words or more (30, 32); Tells stories without prompting (32, 143); Uses language socially (pragmatics) (32); Sings simple, repetitive songs (32); Sings songs, fingerplays, and rhymes with increasing accuracy (32, 148); Retells a story in sequence (32, 156); Answers questions about familiar stories (32, 151); Converses easily with adults (33); Uses language to control and give directions (32); Uses language to say what he feels, wants, and needs (33)
Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)	Uses correct grammar (30, 32); Uses clear and fluent speech (rarely uses baby talk) (32); Pronounces words and sounds correctly (32, 144); Uses language to say what he feels, wants, and needs (33)
Describe familiar people, places, things and experiences.	sequence (32, 156); Answers questions about familiar
Use drawings or other visuals to add details to verbal descriptions.	Addressed on page 207
With modeling and support, use the conventions of standard English (Grammar):	
Use familiar nouns and verbs to describe persons, animals, places, events, actions etc.	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Makes up stories (33); Tells stories without prompting (32, 143)
Form regular plural nouns orally by adding /s/ or /es/.	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Uses correct grammar (30, 32)
Understand and use question words (interrogatives) (e.g. who, what, where, when, why and how).	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Uses correct grammar (30, 32)
Use frequently occurring prepositions (e.g. to, from, in, out, on, off, for of, by, with).	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Uses correct grammar (30, 32)

Produce and expand complete sentences in shared language activities.	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Uses sentences with seven words or more (30, 32); Uses pronouns in sentences (32)
With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Retells a story in sequence (32, 156); Converses easily with adults (33)
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 a vocabulary of 2,000 to 6,000 words (25, 152, 155); Likes to learn new words (32, 143, 155)
Identify real-life connections between words and their use. (Vocabulary)	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Understands the meaning of most preschool words (semantics) (32); Refers to "yesterday" and "tomorrow" correctly (32)
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 a vocabulary of 2,000 to 6,000 words (25, 152, 155)

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).	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Converses easily with adults (33); Answers questions about familiar stories (32, 151); Uses language socially (pragmatics) (32); Speaks when spoken to (30, 32); Listens for details (32, 160)
With modeling and support, continue a conversation through multiple exchanges.	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Converses easily with adults (33); Answers questions about familiar stories (32, 151); Uses language socially (pragmatics) (32); Speaks when spoken to (30, 32); Listens for details (32, 160)
Reading	
Reading Comprehension	
Ask and answer questions, and comment about characters and major events in familiar stories.	Answers questions about familiar stories (32, 151); Retells a story in sequence (32, 156)
Retell or re-enact familiar stories.	Retells a story in sequence (32, 156); Tells stories without prompting (32, 143)
Identify characters and major events in a story.	Retells a story in sequence (32, 156); Sings songs, fingerplays, and rhymes with increasing accuracy (32, 148)
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 (161)
With modeling and support, name the author and illustrator of a story and what part each person does for a book.	Knows book and print rules (32)
With modeling and support, identify the topic of an informational text that has been read aloud.	Listens for details (32, 160)
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.	Listens for details (32, 160); Enjoys books (32, 161)
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.	Sings simple repetitive songs (32); Uses clear and fluent speech (32); Sings songs, fingerplays, and rhymes with increasing accuracy (32, 148)
Print Concepts	
Demonstrate an understanding of basic conventions of print in English and other languages.	Knows book and print rules (32); Enjoys books and has a sense of how books work (161)
Orient books correctly for reading and turn pages one at a time.	Knows book and print rules (32); Enjoys books and has a sense of how books work (161)
Demonstrate an understanding that print carries meaning.	Knows book and print rules (32); Enjoys books and has a sense of how books work (161); Addressed on page 208

Phonological Awareness	
With modeling and support, recognize and produce rhyming words.	Recognizes rhyming sounds in words (25); Pronounces words and sounds correctly (32, 144)
With modeling and support recognize words in spoken sentences.	Uses sentences with seven words or more (30, 32); Uses correct grammar (30, 32); Uses clear and fluent speech (32); Pronounces words and sounds correctly (32, 144)
With modeling and support identify, blend and segment syllables in spoken words.	Uses correct grammar (30, 32); Uses clear and fluent speech (32); Pronounces words and sounds correctly (32, 144)
With modeling and support, orally blend and segment familiar compound words.	Uses correct grammar (30, 32); Uses clear and fluent speech (32); Pronounces words and sounds correctly (32, 144)
With modeling and support, blend and segment onset and rhyme in single-syllable spoken words.	Recognizes rhyming sounds in words (25), Recognizes alliterative sounds in words (25); Uses correct grammar (30, 32); Pronounces words and sounds correctly (32, 144)
With modeling and support identify initial and final sounds in spoken words.	Knows half or more of letter sounds (25, 120); Uses clear and fluent speech (32); Pronounces words and sounds correctly (32, 144)
Letter and Word Recognition	
With modeling and support recognize and "read" familiar words or environmental print.	Recognizes own name in print (24, 136); Knows and says first and last names (32)
With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	Knows half or more letter names (25, 120)
With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.	Knows half or more letter names (25, 120); Shows interest in the alphabet (120)
With modeling and support, recognize the sounds associated with letters.	Knows half or more of letter sounds (25, 120); Pronounces words and letter sounds correctly (32, 144)
Writing	
Writing Process	
Use a 3-finger grasp of dominant hand to hold a writing tool.	Uses left or right hand predominantly (14, 17); Addressed on page 96
Demonstrate an understanding of the structure and function of print.	Enjoy books and get a sense of how books work (161)
With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	Copies and draws simple shapes and letters (14, 16); Writes own name (25, 91)

With modeling and support, demonstrate letter formation in "writing."	Copies and draws simple shapes and letters (14, 16), Writes own name (25, 91); Follows 2-3 step directions (32, 148)
With modeling and support show awareness that one letter or cluster of letters represents one word.	Writes own name (25, 91); Addressed on page 136

Writing Application and Composition	
"Read" what he/she has written.	Writes own name (25, 91);
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 (32, 143)
With modeling and support, discuss and respond to questions from others about writing/drawing.	Answers questions about familiar stories (32, 151)
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 220