



ALIGNMENT

Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)

WITH South Dakota Early Learning Guidelines

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with the South Dakota Early Learning Guidelines

This document aligns the *South Dakota Early Learning Guidelines* [2017] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

Bricker, D., Dionne, C., Grisham, J., Johnson, J.J., Macy, M., Slentz, K., & Waddell, M. (2022). *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*. Brookes Publishing Co.

South Dakota Department of Education (2017). *South Dakota Early Learning Guidelines*. Retrieved from: <https://doe.sd.gov/headstart/documents/early-learning-guidelines.pdf>

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SD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Approaches to Learning				
Curiosity, Information-Seeking, and Eagerness				
Goal AL-1: Children demonstrate curiosity and eagerness and express interest in the world around them.				
Infants (Birth-12 months)	Begin to connect interests in the world through a trusted relationship (utters squeal of delight when adult brushes flower against cheek).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Show interest in others (kicks feet excitedly when someone they care about approaches; smiles or gazes at caregiver).	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Show interest in themselves (looks at themselves in mirror and play with their feet).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	React to new sights, sounds, tastes, smells, and touches (may turn head toward loud sound; may repeatedly stick out tongue when tasting a new food).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers (8-12 months)	Watch a trusted person to gauge their level of curiosity and eagerness before interacting with objects or other people.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Imitate facial expressions and movements of others.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Show curiosity about their surroundings (points, facial expressions, simple words).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Show delight when exploring and making things happen (clapping, smiling, repeating actions over and over).	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Enjoy sensory experiences (splashing water, tasting, touching, and shaking objects).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Toddlers (18-36 months)	Share objects of interest or discoveries with a trusted person.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Discover things that interest and amaze them and seek to share them with others.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Show enjoyment in what they have done.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Watch what others are doing and often try to participate.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior

Younger Preschoolers (33-48 months)	Seek out a trusted person to approach something new.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Discover things that interest and amaze them and express that interest to others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Share what they have done with others through verbal and nonverbal means (take teacher to the easel to see a painting).	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Show interest in a growing range of topics ideas, and tasks.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Older Preschoolers (45-60+ months)	Share discoveries with a trusted person when reunited with that person at a later time.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Demonstrate eagerness to find out more about other people, discover new things in their environment, and talk about these things with others.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Choose to participate in a wide variety of activities and demonstrate willingness to try new experiences.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Demonstrate interest in mastering new skills (writing name, riding a bike, dancing, building skills).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Goal AL-2: Children actively seek to understand the world around them in play and everyday tasks

Infants (Birth-12 months)	Explore the indoor and outdoor environment using all available senses— smell, hear, see, feel and taste (puts objects in their mouth).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Move toward interesting people, sounds, objects, and activities, with appropriate supports.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Younger Toddlers (8-12 months)	Initiate activities that interest them and try to get others involved.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Use toys and other objects to make things happen (kick a ball, push a button on a toy).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Move toward people and things that are new and/or interesting.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Seek information from adults by pointing or with a questioning look or sound.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Older Toddlers (18-36 months)	Seek more information about people and their surroundings (study and gaze at an object carefully, become absorbed in figuring out something in their environment).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use their whole body to learn (get mud or paint on themselves from head to toe, climb into a big, empty box).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Communicate what they want to do or know using gestures, facial expressions, or simple questions. ("What dat?")	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Younger Preschoolers (33-48 months)	Ask questions about the people and things around them.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use all available senses, tools, and a variety of strategies to actively explore the environment (drop objects in water to see if they sink or float).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Purposefully try different ways of doing things to see how they work (adjust blocks used as a ramp to make a ball roll faster and farther).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Older Preschoolers (45-60+ months)	Ask questions and wonder about things that interest them (ask questions about future events, describe changes they notice in the seasons).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used previously to explore something new).	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Use what they know from past experience to understand a current situation (get an umbrella to go outside because it is raining).	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Initiative, Effort, Engagement, and Persistence

Goal AL-3: Children demonstrate initiative and effort in play and everyday tasks.

Infants (Birth-12 months)	Communicate with sounds or movements to indicate preferences (make excited facial expressions or sound for food they like, push away food they don't like).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Independently explore the different qualities of an object (notice the sound of a rattle, exploring it further by putting in their mouth).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers (8-12 months)	Express choices with actions or simple language (points or reaches for desired objects or food options).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Seek to repeat experiences they enjoy or those that result in feeling successful (climb up and down stairs).	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Try to help with self-care (brushing hair) and activities (turning pages in a book you are reading together).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Toddlers (18-36 months)	Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls).	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Show increasing interest in performing tasks independently (put on jacket, try to zip or button).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Increase self-help skills (putting on clothes, feeding self, using a tissue).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Younger Preschoolers (33-48 months)	Show increasing independence and initiative when making choices. ("I want to go to blocks.")	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Express goals or plans and follow through on them. ("I'm going to build a really tall tower.")	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Expand self-help skills, interest, and enjoyment in doing things on their own (brushing teeth, putting on boots).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Older Preschoolers (45-60+ months)	Demonstrate increasing independence, initiative, self-direction, and purpose when making choices. ("I'm going to the block area to make a track for my race car.")	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Demonstrate self-help skills, independently identifying and seeking things they need to complete activities or carry out play scenarios (gather supplies and create a sign for the block building they created).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Set simple goals that extend over time, make plans and put effort into following through. ("Let's make a rocket ship. We need blocks.")	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Move independently to another activity once their current activity is completed.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Goal AL-4: children are engaged and maintain focus in play and everyday tasks.

Infants (Birth-12 months)	Focus and attend to people and things around them.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Repeat interesting actions over and over (push button to make toy light up).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Notice when the expected does not happen (makes disappointed sound when squeaky-toy does not make a sound when pushed).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers (8-12 months)	Focus on self-selected activity for a short period of time (decide to play in the sandbox and stay there for a couple of minutes).	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Focus on an interesting activity or interaction shared with adults for a short period of time.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Older Toddlers (18-36 months)	Focus on a person or a hands-on activity for a short period of time (stay focused long enough to fill several containers with sand).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Continue to work on interesting activities while other things are going on around them.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
Younger Preschoolers (33-48 months)	Remain engaged in more complex activities they have chosen.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Focus on age-appropriate activities for a short period of time, even with interruptions (continue painting after answering another child's question).	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	Maintain interest and focus and return to an activity after a break.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
Older Preschoolers (45-60+ months)	Consistently remain engaged in self-directed activities (finishes a card they chose to make for a loved one).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Sometimes able to ignore irrelevant information when focusing on a task (sorting buttons by color regardless of shape).	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities

Goal AL-5: Children persist at challenging activities in play and everyday tasks.

Infants (Birth-12 months)	Try over and over to make things happen (make sounds to get attention, work to get something that is out of reach).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Younger Toddlers (8-12 months)	Keep trying to accomplish tasks that they are not initially able to do (put objects inside container, use spoon, put on hat).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Older Toddlers (18-36 months)	Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Seek help from others to complete a challenging activity.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Younger Preschoolers (33-48 months)	When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	When experiencing difficulty with a challenging task, ask for and accept help from peers or adults (ask for help putting materials away on a high shelf; ask a friend for help in naming an unfamiliar animal in a book).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Older Preschoolers (45-60+ months)	Persists in working to complete tasks, trying different ways until successful (when a block tower falls, try putting the blocks together in a different way to build the tower again).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Plan and follow through on longer-term tasks (planting a seed and caring for the plant).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Seek help and work cooperatively with others to complete a challenging activity (ask and work with peers to build a block bridge across the water table).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Risk-Taking, Problem-Solving, Flexibility, and Resiliency

Goal AL-6: Children are willing to try new and challenging experiences in play and everyday tasks.

Infants (Birth-12 months)	Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Look to adults for cues and proceed when reassured.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture crumb with pincer grasp).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Younger Toddlers (8-12 months)	Try unfamiliar experiences and interact with new people with a familiar adult nearby.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Move away from a familiar adult to explore, but check in frequently.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show interest in toys that offer a challenge and try to make them work.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Older Toddlers (18-36 months)	Explore freely without a familiar adult nearby.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide).	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Want to do things their own way. (push an adult's hand away if the person is trying to help).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Younger Preschoolers (33-48 months)	Express a belief that they can do things that are hard.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Choose to participate in an increasing variety of new experiences when offered.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	Show flexibility by adapting to changes in routines and situations.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Accept new challenges and opportunities when offered.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Try things they are not sure they can do, while avoiding dangerous risks.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Older Toddlers (18-36 months)	Expand their sense of self- reliance.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Approach new experiences independently.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Ask to participate in new experiences that they have observed or heard about.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Independently seek new challenges.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Demonstrate resiliency and coping skills when faced with challenges (after spilling paint on their favorite shirt are able to help clean up and continue painting).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Goal AL-7: Children use a variety of strategies to solve problems in play and everyday tasks.

Infants (Birth-12 months)	Try simple strategies to get what they want (make noise, move or reach toward things, reject unwanted item).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Try a familiar action in a new activity (hit a button on a new toy, try to open a variety of containers).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Use trial and error to get something done, get what they want, or solve simple problems.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Younger Toddlers (8-12 months)	Try one or two strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a desired toy from him/her; try to put a ball in a box—if it will not fit, gets a bigger box).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	After unsuccessful attempt to solve a problem, ask for help from an adult (point, gesture, speak).	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Vary actions on purpose to solve a problem (bang then turn shape to fit in sorter; shake handle then pull).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something).	Cognitive	D. Reasoning	1. Uses object to obtain another object
Older Toddlers (18-36 months)	Try a variety of strategies to get what they want or solve a problem, often by trial and error.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Recognize problems and make adjustments to actions to correct mistakes.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Use language to obtain help to solve a problem. (“My trike won’t go.”)	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use; pile blocks on a towel and drag them across the floor when there are too many to carry).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Younger Preschoolers (33-48 months)	Welcome new challenges (add additional pieces to a new construction toy).	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Seek and make use of ideas and help from adults and peers to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Purposefully attempt several different strategies when encountering difficulty during daily routines or when using materials.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Talk to themselves to work through the steps to solve a problem.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Recovers from setbacks with the support of an adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
Older Toddlers (18-36 months)	Describe the steps they will use to solve a problem.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Apply their prior knowledge to evaluate different strategies for solving a problem.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Explain how they reasoned and solved a problem to another person.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Demonstrate satisfaction or delight when solving a problem or completing a task.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Exhibit flexibility in considering alternative suggestions offered by others.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Quickly recover from setbacks when working and playing with others.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Play and Imagination

Goal AL-8: Children engage in increasingly complex play.

Infants (Birth-12 months)	Engage in solitary play.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Show interest in other children playing (watch, turn toward).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for “so big”).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Play with simple objects, using them to make sounds and explore cause and effect (shake a rattle-hear a sound; drop a spoon- caregiver picks it up).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Begin to participate in give-and-take exchanges of sounds and gestures (known as “serve and return”).	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Younger Toddlers (8-12 months)	Play alongside other children, sometimes imitating their actions.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, use a chair as a pretend car).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Take turns in simple games (pat-a-cake, peek-a-boo).	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Offer toys and objects to others.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Older Toddlers (18-36 months)	Try to involve other children in play (give a peer a ball).	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Play with others with a common purpose (play a chase game).	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Communicate about what is happening during pretend play (“He eating,” point to a picture on a communication board when feeding a toy baby with a spoon; “Now go work,” after putting on shoes and vest).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Younger Preschoolers (33-48 months)	Engage in pretend play themes that include interacting with other children, but often are not coordinated.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Talk to peers and share materials during play.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Engage in make-believe play with imaginary objects.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Use language to begin and carry on play with others.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Express knowledge of their everyday lives and culture through play (pretends to shop at a Farmer's Market and prepare a meal, pretends to fix hair the way his/her family styles hair).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Older Preschoolers (45-60+ months)	Develop and sustain more complex pretend play themes in cooperation with peers.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Use more complex and varied language to share ideas and influence others during play.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Choose to use new knowledge and skills during play (add features to pretend play scene related to class project, write list, build a structure like that displayed in a book they have read).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Demonstrate their cultural values and "roles" through play (uses a blanket as a shawl while dancing).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

Goal AL-9: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.

Infants (Birth-12 months)	Use everyday household objects for play (spoons, pots and pans, plastic bowls).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, make a sound to get a new adult's attention).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	React to unexpected events with laughter and interest.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers (8-12 months)	Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Older Toddlers (18-36 months)	Broaden their use of art and construction materials and toys in new and unexpected ways (use a tambourine as a hat, cut play dough with scissors).	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Pretend to be somebody or something other than themselves (pretend to be an animal or another family member).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Pretend one object is really something different (use Legos as food while stirring a pot).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Younger Preschoolers (33-48 months)	Explore and experiment with a wide variety of materials and activities.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	Use imagination to try new ways of doing things and work with materials in creative ways.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use materials (art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in inventive ways.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Experiment with language, musical sounds, and movement.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Older Preschoolers (45-60+ months)	Plan pretend play scenarios and use or create a variety of roles, props, or tools to bring them to life.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Use materials or actions in increasingly varied, creative, and resourceful ways to represent experiences or ideas.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Develop creative solutions in play and daily situations.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Make up stories, songs or dances for fun during play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Social and Emotional Development

Developing a Positive Sense of Self

Goal SED-1: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks.

Infants (Birth-12 months)	Show awareness of their bodies (purposefully reach for toes).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Show interest in their image in a mirror (smile, gaze, reach out to touch).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Respond to their name (smile, kick feet, turn head).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Express likes and dislikes (smile, cry, turn away, protest, wave hands, kick legs).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Show they expect results from their actions (hit toy over and over to produce sound).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Show pleasure at things they have done (wiggle, coo, laugh).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Explore the environment with support from a familiar, trusted adult.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers (8-12 months)	Begin to recognize some body parts by pointing when asked.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Recognize themselves in a mirror (point to self, make faces in mirror).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Express choices with gestures, signs, or words (select a toy they want).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal (move closer to reach an object they want).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Share what they have done with others and show them things they like.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Explore their environment, occasionally “checking in” with a familiar, trusted adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Older Toddlers (18-36 months)	Begin to name some body parts when asked. (“Nose,” when adult asks, “What’s this?” while touches nose.)	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Identify themselves by name or a personal pronoun (I, me).	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Express preferences and make choices. (When offered an object they do not want, will respond “No!”)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Use simple terms to describe their physical characteristics and what they can do.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Show increasing confidence and pleasure with their accomplishments.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Explore things that interest them in their environment.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Younger Preschoolers (33-48 months)	Use more complex terms to describe body parts and physical characteristics (accurately identify “where it hurts”).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Identify themselves by first and last name.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Aware of the idea of ownership. (“This is mine, that is yours.”)	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Describe themselves in positive terms, including what they like and dislike, what they can do, and what they have done.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Demonstrate emerging sense of independence in their choices and confidence that they can do many things.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Express a sense of belonging to a group. (“There’s Destiny from my class.”)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Older Preschoolers (45-60+ months)	Use detail to describe positive feelings about themselves, their physical characteristics, what they can do, and what they have accomplished in a variety of areas.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Express preferences and explain reasons for choices.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Express awareness that they are members of different groups (family, clan, preschool class).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Developing Relationships

Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks.

Infants (Birth-12 months)	Enjoy being held, cuddled, and talked to by familiar adults.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Recognize and reach out to familiar people.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Seek to be near trusted adults; stop crying when they come near.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Show signs of separation anxiety when a familiar caregiver leaves.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Make eye contact with others if culturally appropriate.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Imitate sounds, facial expressions, or gestures they see other people do and wait for a response (peek-a-boo, hands up for “so big”).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Younger Toddlers (8-12 months)	Show preference for and emotional connection with adults who take care of them on a regular basis (feel secure to explore and then “check in” with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult leaves).	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Offer toys and objects to familiar adults.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Use sounds and gestures to engage adults (initiate simple give-and-take interactions).	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Older Toddlers (18-36 months)	Form close relationships with their primary caregivers and other familiar adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Seek help from trusted adults when upset (when fearful or having difficulty with something).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Feel more secure and calm more quickly, when primary caregiver is with them.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Use simple language to ask adults for help or to do something with them. (Sign or say “more” or “up up.”)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others

Younger Preschoolers (33-48 months)	Seek out trusted adults for approval, emotional support, assistance, and help solving problems when needed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Show affection for adults they are close to and refer to them by name. ("Hi Nana!")	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Given time, form positive relationships with new teachers or caregivers.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Show ease and comfort in their interactions with familiar adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
Older Preschoolers (45-60+ months)	Seek out and accept help from trusted adults as needed for emotional support, approval, assistance, social interaction, and help solving problems.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Build and strengthen positive relationships with new teachers or caregivers over time.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Use language effectively to converse with familiar adults, to ask for help, or to do something.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Goal SED-3: Children form relationships and interact positively with other children in play and everyday tasks.

Infants (Birth-12 months)	Notice other infants and children (turning and looking in their direction, reaching out for them).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Interact and move toward other familiar children when mobile.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Imitate sounds, expressions, or gestures when interacting with other children (shared smiling, squealing, clapping).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers (8-12 months)	Show delight when familiar peers arrive.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Enjoy playing alongside other children.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Imitate actions of older siblings and playmates.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Offer toys and objects to other children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Older Toddlers (18-36 months)	Show positive emotion and turn taking, with guidance and support, when playing with familiar playmates.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Show affection or preference for particular children (spontaneously hug, call other child a friend).	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Remember and use names of familiar playmates.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Use appropriate words to influence playmates' behavior. ("Play with me." "Please stop.")	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Participate in play with other children.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer

Younger Preschoolers (33-48 months)	Demonstrate developing social skills with guidance and support when interacting with other children (improving turn-taking, conflict-resolution, sharing).	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Form and maintain friendships with a few other children.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Identify another child as a friend.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begin to initiate positive interactions and play with other children.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Seek comfort from and give support to familiar children.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.1 Responds appropriately to soothing by peer
	Begin to demonstrate a respect for the rights and property of others (ask to play with someone else's toy).	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Notice and accept similarities and differences among people, including people with disabilities and those from different cultures (hair color, gender, or favorite activities).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Older Preschoolers (45-60+ months)	Demonstrate social skills when interacting with other children (turn-taking, conflict-resolution, sharing).	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Form and maintain friendships with other children of diverse cultural backgrounds, abilities, and genders.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Can name qualities that make a good friend.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Have effective back-and-forth conversations, negotiate, and plan with other children.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Play, interact, and make decisions collaboratively with other children in pairs and small groups (work on project together, exchange ideas).	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Express respect and caring for all people, celebrating similarities and differences among people of all abilities and cultures.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Self-Regulation and Pro-Social Behaviors

Goal SED-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks.

Infants (Birth-12 months)	Use gestures and sounds to get another person to do something (cries, points to cup they want).	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Younger Toddlers (8-12 months)	Use gestures, sounds, objects, or simple words to get another person to do something (bring box to adult to be opened, make noise to get someone to look).	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Begin to follow simple directions. ("Please get your shoes so we can go outside.")	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Control impulses some of the time (look at forbidden object and say, "No, no," allow adult to direct them to a different activity).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Accept adult help to resolve problems and conflicts, and cooperate when an adult redirects them from a situation that poses a problem.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Older Toddlers (18-36 months)	Demonstrate pro-social behaviors, participate in routines, and transition from one activity to the next with adult guidance and support (need adult reminders to self-regulate and return toy they have taken from another child).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Adjust their behavior to fit situations (tiptoe near a sleeping baby, use a quieter voice inside, runs outside).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Accept limits of the environment and redirection (accepts "no" and moves onto another activity without getting overly upset).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Evaluate their own and others' actions as right or wrong (pointing out that another child is climbing on the table).	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Show caring and cooperation (help to put away toys, offer to help another person).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Wait for a short time to get what they want (a turn with a toy, a snack), with guidance and support.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Younger Preschoolers (33-48 months)	Demonstrate pro-social behaviors (waiting for a turn), participate in routines, and transition smoothly from one activity to the next with some adult guidance and support.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Often make requests clearly and effectively.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Show awareness that their actions affect others (move carefully around classmate's block structure).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Wait for a short time to get what they want (a turn with a toy, a snack).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Work to resolve conflicts effectively, with guidance and support.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Older Preschoolers (45-60+ months)	Demonstrates pro-social behaviors, participate in routines, and transition smoothly from one activity to the next with minimal support.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Make requests clearly and effectively most of the time.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Balance their own needs with those of others in the group most of the time.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Anticipate consequences of their actions and plan ways to solve problems effectively, with a small amount of guidance and support.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Use a variety of strategies to solve conflicts with increasing independence and show greater understanding of when to bring a problem to an adult.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Defend self while respecting the rights of others.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Play independently, in pairs, and cooperatively in small groups.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Initiate play and know how to enter into a group of children who are already involved in play.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Show social support through encouraging words or actions. ("I'll be your friend.")	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

Goal SED-5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks.

Infants (Birth-12 months)	Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Soothe themselves (suck thumb or pacifier, shift attention, rock back and forth, rub hands together, snuggle with soft toy).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers (8-12 months)	Use body language, facial expression, simple words or signs to communicate needs and feelings (clap when happy, shout "Whee!" when excited).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Separate from parent or main caregiver without being overcome by stress.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Find comfort and calm down in a familiar setting or with a familiar person.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Older Toddlers (18-36 months)	Frequently use simple words or signs to communicate needs and feelings.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Manage emotions and control impulses with guidance and support. (Instead of hitting says, "I don't like that!" Waits by door instead of running ahead when excited to go out.)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Display emotional outbursts less often.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Use physical ways of expressing themselves when their feelings are intense (jumping up and down when excited).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Younger Preschoolers (33-48 months)	Use words or signs to express their needs and feelings most of the time.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Suggest reasons for their feelings. ("I'm sad because Grandma's leaving." "That makes me mad when you do that!")	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Manage emotions, control impulses, and calm themselves with adult support and guidance.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Older Preschoolers (45-60+ months)	Use increasingly more complex vocabulary to express their feelings, as well as to identify the emotions of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Describe reasons for their feelings that may include thoughts and beliefs as well as outside events. ("I'm happy because I wanted to win and I did.").	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Manage emotions, control impulses, and delay gratification with minimal support, coming up with possible problem-solving strategies and solutions for managing their frustrations, calming, and regulating themselves.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.

Infants (Birth-12 months)	Become upset when another infant is crying.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond differently to positive vs. negative emotional expressions of others.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
Younger Toddlers (8-12 months)	Try to comfort another child or adult who is upset (bring a comfort object, stroke the person on the back).	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Look at familiar caregivers to see how the caregiver is feeling (look to see if the caregiver is upset after they spill a drink).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Match their tone and emotions to that of others during interactions.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Older Toddlers (18-36 months)	Use simple words and/ or actions to comfort another child or adult who is upset. (provide a comfort object, hugging a peer who is crying and says, "OK.")	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Show concern for others (share a toy with someone who doesn't have one).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Recognize facial expressions or actions associated with different emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Younger Preschoolers (33-48 months)	Use words to comfort another child or adult who is upset (bring a comfort object, pat the person on the back).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Communicate concern for others. ("Are you OK?")	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Use words and/or actions to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	With guidance and support, show respect for others' feelings and points of view (work out conflicts, listen to opinions expressed by others).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

Older Preschoolers (45-60+ months)	Communicate understanding, empathy, and support for others' feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Show awareness that their behavior can affect the feelings of others. ("I didn't mean to hurt you when I threw that.")	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Choose to act in ways that show respect for others' feelings and points of view most of the time (complement each other during play, work out conflicts, show respect for opinions expressed by others).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Recognize that everyone has emotions and that other people may not feel the same way they do about everything.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Communication, Language, and Literacy

Communicating and Oral Language Development

Goal CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.

Infants (Birth-12 months)	Respond to familiar faces, voices, or simple sign language by looking or making eye contact.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Briefly pay attention to the same object the caregiver is looking at.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Communicate nonverbally by repeatedly using actions to let adults know what they want (reach out arms to ask to be held).	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Respond to simple requests ("Do you want more?") with sounds, actions, or simple sign language.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Engage in turn-taking during social and vocal play with adults and other children (babbling, imitating facial expressions).	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Younger Toddlers (8-12 months)	Respond to gestures, facial expressions, and tone of voice, with words or simple sign language.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Establish joint attention by repeated cycles of looking at an object, at their caregiver, then back at the object.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Use sounds, actions, or simple words to initiate interaction and simple conversation with another person and make their needs known.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Follow simple directions and visual cues. ("Pick out your favorite book and I'll read it to you.")	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Respond to simple statements and questions about pictures, play, people, and things that are happening.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events

Older Toddlers (18-36 months)	Respond when others initiate conversation, as well as to their gestures, facial expressions, and tone of voice using a larger variety of words or signs.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Engage in short back and forth conversations with adults and peers.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Ask questions or use verbal or nonverbal cues to initiate communication with another to make their needs known.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Follow two-step directions with visual cues if needed. (“Would you please return this book to the shelf and then come outside with me?”)	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Answer and ask simple questions. (When asked, “What were you playing with?” Responds, “My blue truck.”)	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
		Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
Younger Preschoolers (33-48 months)	With prompting and support, initiate and carry on conversations, make comments, and ask questions related to the topic of discussion.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	With prompting and support, provide responses to questions and pose questions to learn new information, clarify ideas, and have their needs met.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Follow simple multi-step directions with visual cues if needed.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Show understanding of increasingly complex sentences.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Demonstrate motivation to communicate in play and everyday activities (excitedly describe block structure they are working on as adult sits down to join them).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

Older Preschoolers (45-60+ months)	Initiate and engage in conversation and discussions with adults and other children that include multiple back- and-forth exchanges.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Participate in a group discussion, making comments and asking questions related to the topic.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Provide meaningful responses to questions and pose questions to learn new information, clarify ideas, and have their needs met.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Follow multi-step directions that contain details. ("Please go to your room, find your blue shirt and put the dirty one in the laundry basket.")	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Appreciate and use humor.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions

Goal CLL-2: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language.

Infants (Birth-12 months)	Make different sounds and actions for different purposes (coo to gain someone's attention, whimper when wet, cry loudly when hungry).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	"Jabber" and pretend to talk using many sounds or simple sign language from the languages used around them.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
Younger Toddlers (8-12 months)	Communicate through facial expressions, sounds, and body movements, such as waving and nodding.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Expect others to understand them and show frustration if not understood.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	"Jabber" and put together vocalizations mimicking the rhythm and flow of their home language.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
Older Toddlers (18-36 months)	Communicate messages with expression, tone, and inflection.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use speech that is understood most of the time by familiar listeners.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Communicate in two to three word sentences that follow the word order of their home language.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Younger Preschoolers (33-48 months)	Communicate messages with expression, tone, volume, and inflection appropriate to the situation most of the time.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Speak clearly enough to be understood by familiar adults and children.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Communicate in longer sentences and use many of the conventions of grammar in their home language (plurals, tenses, prepositions), although may over-generalize grammatical rules. ("There are lots of childs in our room.")	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Older Preschoolers (45-60+ months)	Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative).	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Speak clearly enough to be understood by most people, although may make some pronunciation errors.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use complete sentences that are grammatically correct most of the time to express ideas, feelings, and intentions.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.

Infants (Birth-12 months)	Make specific sounds, facial expressions, and/or gestures for certain people and objects.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Imitate sounds, words, and gestures.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Recognize spoken or signed words used for common items, people, and actions.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Younger Toddlers (8-12 months)	Show steady increase in words they use (name family members and familiar objects).	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Use simple words to label people and objects and make requests ("doggy," "more," "all done").	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Imitate familiar people, as well as repeating parts of songs and rhymes.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Respond to simple spoken or signed words and phrases that they hear often.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Older Toddlers (18-36 months)	Use new words each day and have a word for almost all familiar people, objects, actions, conditions, and concepts (Gramma, chilly, big, little, in, out).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Talk to themselves and others about what they are doing, and events of the day.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Participate in or repeat familiar songs, chants, or rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Use words, actions, or signs to communicate during dramatic play to act out familiar scenes and events, and imitate familiar people.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Younger Preschoolers (33-48 months)	Use many newly acquired words to describe meaningful objects and activities in their environment, including words for parts of objects (tail, paw) and more than one word for the same object (cat, kitty).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Describe experiences and create short stories.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Repeat familiar songs, chants, or rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Use simple phrases and responses to peers in their dramatic play as they imitate familiar people and events.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Demonstrate understanding of an increasingly rich vocabulary.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Use cues in the environment to figure out what words mean (figure out the meaning of “breeze” when out flying kites and adult says, “Wow, look at your kite flying in the breeze!”).	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Make up names for things using words they know (froggy-fish for tadpole).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Older Preschoolers (45-60+ months)	Use an increasingly rich and sophisticated vocabulary to clearly express their thoughts (using two or more new words each day in play and meaningful contexts).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Tell real or imaginary personal stories with more detail.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Independently sing or create their own songs, chants, and rhymes.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Act out defined roles and storylines in dramatic play with back-and-forth dialogue with each other.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Uses new subject-specific words after repeated exposure to meaningful experiences and vocabulary (after playing in the block area with an adult, using ramps and balls, talks about ramps and inclines).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Infer the meaning of new words from the context in which they are used (figuring out the correct names for two new foods when the adult says, "Today we're having tortillas with beans and empanadas with sauce" by distinguishing between the beans and sauce).	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Name other words for objects and actions (synonyms such as walk and stroll) and accurately choose the most appropriate term from two similar words. ("It's not just warm, it's burning hot!")	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Put similar words into categories (hat, mitten, coat, boot).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Name common opposites for some words.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Foundations for Reading

Goal CLL-4: Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities.

Infants (Birth-12 months)	Pat and chew on cloth, plastic, and board books.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Look at pictures of faces and simple objects in books and other print media.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Listen to simple and repetitive books, stories, and songs.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Younger Toddlers (8-12 months)	Explore reading behaviors with assistance (choosing books, opening and closing books, or turning individual or grouped pages in a book).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Show interest in picture books, especially tactile books, point to pictures.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Listen to simple and repetitive books, stories, and songs for brief periods of time. (May join as caregiver finishes a short book with another child.)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Carry books around and ask caregiver to read favorite books aloud.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Older Toddlers (18-36 months)	Explore reading behaviors independently (choosing books, opening and closing books, or turning individual or grouped pages in a book).	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Show interest in choosing and exploring different types of books.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Listen for short periods of time to storybooks, informational books, stories, poetry, songs and finger plays. (Child enjoys several minutes as caregiver reads short book to a few children but may leave before the end.)	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Younger Preschoolers (33-48 months)	Engage in reading behaviors independently for several minutes at a time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Show an interest in words and printed materials and other reading-related activities.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Listen to and discuss storybooks, simple information books, and poetry with a small group or individually with an adult.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Identify a variety of print resources, such as books and magazines.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Older Preschoolers (45-60+ months)	Engage in reading behaviors independently with increased focus for longer periods of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Demonstrate motivation, interest and enjoyment in reading books and other printed materials, acting out stories while engaged in play independently and with others.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Listen to and discuss increasingly complex story books, information books, and poetry.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Identify a variety of print resources, including books, magazines, invitations, and cards, as well as e-books and other electronic media if available.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Point to title of book when asked after adult has read title and author.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

Goal CLL-5: Through their explorations, play, and social interactions, children comprehend, use, and begin to reflect on and analyze information in books and other media.				
Infants (Birth-12 months)	Show recognition or delight when caregiver reads a familiar story or sings a familiar song.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Younger Toddlers (8-12 months)	Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Make appropriate sounds when looking at pictures. (When looking at a duck says, "Quack, quack." When looking at a car says, "Vrrrrooom.")	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Looks at most pages as caregiver reads short book.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Toddlers (18-36 months)	While being read to by an adult, chime in by saying the word or repeated line in a book.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Pretend to read familiar books from memory; repeat familiar phrases while looking at a book.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	With support, share personal experiences that relates to events described in familiar books.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Younger Preschoolers (33-48 months)	Imitate repeated phrases in storybooks and story dialogue with some accuracy and detail.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	Discuss storybooks by responding to questions about what is happening and predicting what will happen next, with prompting and support from an adult.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
		Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information, with prompting and support from an adult.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	Use their knowledge of the world (what things are, how things work) to make sense of stories and informational texts.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Relate personal experiences to events described in familiar books, with prompting and support.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Ask questions about a story or the information in a book.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Describe what they like or don't like in a story or book.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Older Preschoolers (45-60+ months)	Retell a story from a familiar book and relate it to real-life experiences, with prompting and support from an adult.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
		Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Make predictions of next steps in a story.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Name two or more similarities and differences between two characters, their experiences, or settings, when prompted by an adult.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	Use informational texts and other media to learn about the world, infer from illustrations, ask questions, and talk about the information.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	Use knowledge of the world to make sense of more challenging texts.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Relate personal experiences to an increasing variety of events described in familiar and new books.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Ask more focused and detailed questions about a story or the information in a book.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Give a reason for liking, or not liking, a story or book.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Goal CLL-6: Through their explorations, play and social interactions, children begin to recognize basic concepts of print and that they can get meaning from print.				
Infants (Birth-12 months)	Explore books and paper by tasting, mouthing, crumpling, banging, and patting.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Look at pictures while cuddling with caregiver.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Younger Toddlers (8-12 months)	Sometimes treat pictures as real (licking a picture of ice cream, rubbing “fur” of a cat in a book.)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Turn pages (but not always in the right order); point to and label pictures in books.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Show awareness of and identify some environmental print and logos (favorite cereal box, a sign for a familiar store).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Older Toddlers (18-36 months)	Hold a book upright, turn some pages from front to back (but not always in the right order), close book, and say, “done” or “the end.”	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Demonstrate knowledge of the basic concepts of print, such as knowing the differences between pictures and print.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Demonstrate an understanding of realistic symbols such as photographs, and later abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; when looking at a symbol of hand-washing near a sink, says, “Wash hands.”)	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Demonstrate understanding of the need for and the uses of print. (Pretend to read a “grocery list” during play. When looking at a menu, says, “I want oranges.”)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Younger Preschoolers (33-48 months)	Demonstrate book-handling skills, such as holding a book right-side up and turning pages from front to back.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Recognize that print occurs in different forms and is used for a variety of functions, such as telling people what to do, where to store things, and when they will have a turn with prompting and support from an adult.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Recognize familiar environmental print, such as “STOP” signs, and realize the meaning of the words.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos

Older Preschoolers (45-60+ months)	Hold a book upright while turning pages one by one from front to back.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Run their finger under or over print as they pretend to read text, with prompting and support from an adult.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Recognize own first name in print and that of some friends.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
	Demonstrate knowledge that a symbol can represent something else; a word can stand for an object, a name for a person, or a picture for the real object (put blocks away on shelf labeled “blocks”).	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols

Goal CLL-7: Through their explorations, play, and social interactions, children listen, identify, and respond to sounds, and develop phonological awareness.

Infants (Birth-12 months)	Imitate and take turns with caregivers making different sounds.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Explore and play with sounds by themselves and with others (make “raspberries” and other sounds).	Social-Communication	A. Early Social Communication	2. Produces speech sounds
Younger Toddlers (8-12 months)	Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Express interest and sing along, clap, or move with rhyming and rhythmic songs.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Older Toddlers (18-36 months)	Play with the sounds of language with another person (name and rhyming games, imitating rhyming words).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Notice sounds that are the same and different.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Younger Preschoolers (33-48 months)	Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words).	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Participate in rhyming and rhythmic experiences with books and other media, learning words and refrains well enough to repeat them and fill in missing words and sounds.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Identify sounds and words in their daily environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

Older Preschoolers (45-60+ months)	Show joy in playing with the sounds of language, repeating songs, poems, finger plays, and rhymes, occasionally adding their own rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Demonstrate the ability to hear individual parts of words and separate the parts using clapping, finger snapping, or other movement (e.g., clapping out each syllable of pup-py, di-no-saur).	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
	Repeat familiar songs, rhymes, and phrases from favorite storybooks.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Discriminate sounds in spoken language, recognizing rhyming sounds and the first sounds in some words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
		Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	Listen and respond to conversations with adults and other children during play.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Listen attentively to books and stories.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

Goal CLL-8: Through their explorations, play, and social interactions children develop knowledge of letters and the alphabetic principle.

Infants (Birth-12 months)	Emerging.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Younger Toddlers (8-12 months)	May point to print (such as their name) in everyday interactions.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Older Toddlers (18-36 months)	Demonstrate an interest in letters by asking about and/or naming letters they encounter on objects in their environment (recognizing the big 'M' on the McDonalds sign).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Younger Preschoolers (33-48 months)	Demonstrate interest in learning the alphabet. (Draw abstract symbols on paper and ask adult, "What does this say?")	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Recognize and name some letters of the alphabet, especially those in their own name (may initially think all words starting with the first letter in their name IS their name).	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	Recognize that letters of the alphabet as a special category of print, different from pictures, shapes, and numerals.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Older Preschoolers (45-60+ months)	Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Recognize and name at least half of both upper and lower-case letters of the alphabet, including those in their own name and other words that are the most meaningful to them.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Make some sound-to-letter matches, using letter name knowledge. (Notice the letter "b" with a ball and say, "ball," say, "a-a-apple.")	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound

Foundations for Writing

Goal CLL-9: Through their explorations, play, and social interactions, children use writing and drawing as means of communication.

Infants (Birth-12 months)	Make random marks with safe, simple writing tools with the support of a caregiver.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Younger Toddlers (8-12 months)	Make marks, scribble, and paint (cover easel paper with big crayon or paint marks, make marks with marker or crayon).	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Older Toddlers (18-36 months)	Pretend to write in ways that mimic adult writing (scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil).	Literacy	E. Writing	3.4 Writes using “scribble writing”
Younger Preschoolers (33-48 months)	Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Communicate their thoughts for an adult to write, with prompting and support.	Literacy	E. Writing	1.1 Dictates description of drawing
	Engage in writing behaviors that imitate real-life situations (make marks to take food order during pretend restaurant play).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Explore typing letters on keyboard or other electronic device.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
Older Preschoolers (45-60+ months)	Represent thoughts and ideas in drawings and by writing letters or letter-like forms.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Demonstrate understanding that their spoken words can be represented with written letters or symbols as they dictate their thoughts, stories, and experiences for an adult to write.	Literacy	E. Writing	1.1 Dictates description of drawing
	Independently engage in writing behaviors for various purposes (write symbols or letters for names, use materials at writing center, write lists with symbols/ letters in pretend play, write messages that include letters or symbols).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, computers and other electronic devices.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Goal CLL-10: Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.

Infants (Birth-12 months)	Watch as others write and draw.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers (8-12 months)	Hold marker or crayon with the fist.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Dot or scribble with crayons, and other materials; may progress to vertical lines, marks, or other forms of expression.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Older Toddlers (18-36 months)	Explore a variety of tools that can be used for writing and transition from holding a crayon or marker in their fist to holding it between thumb and forefinger.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Scribble and/or imitate an adult's marks with markers, crayons, paints, etc.	Literacy	E. Writing	3.4 Writes using "scribble writing"
Younger Preschoolers (33-48 months)	Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Make marks they call "writing" that look different from drawings (vertical series of marks for a "grocery list," horizontal line of marks for a "story").	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Play with writing letters and making letter-like forms, using letters and letter-like marks to write their name.	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a book or where multiple letters are present).	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name

Older Preschoolers (45-60+ months)	Use a variety of writing tools and materials with increasing precision.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Use drawing to represent their ideas and begin to use some recognizable letters and approximations of letters to attempt to write some familiar words and communicate a message.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Attempt to write their own name using a variety of materials (crayons, markers, in sand or shaving cream).	Literacy	E. Writing	3.2 Prints first name
	Try to connect the sounds in spoken words with letters in the written word. (Write “M” and say, “This is Mommy.”)	Literacy	E. Writing	3.1 Writes using developmental spelling
	Use environmental print (such as signs, labels on food, and general print around them) to help in their writing, and ask adults for help in writing messages, lists, and stories.	Literacy	E. Writing	3. Writes words using conventional spelling

Learning New Languages

Goal CLL-11: Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language.

Infants (Birth-12 months)	Emerging as infants listen to the sounds of their home language and other languages they hear.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Younger Toddlers (8-12 months)	Emerging as young toddlers listen to and repeat the sounds of their home language and other languages they hear.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Older Toddlers (18-36 months)	Emerging as older toddlers listen to and repeat the sounds and simple words of their home language and other languages they hear.	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
Younger Preschoolers (33-48 months)	Listen to peers and adults speaking in other languages to learn new information, and show some understanding of the new language.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Engage in nonverbal communication with those who speak a language other than their native language.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use simple words and phrases in a language other than their home language to communicate with adults and other children.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Older Preschoolers (45-60+ months)	Name at least one example of a language other than their home language.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Say simple greetings in another language, such as “hola” (“hello” in Spanish) and “adios” (“goodbye” in Spanish) or use sign language to express a greeting.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	Play with sounds and intonation of new languages as well as their home language.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Identify names of common objects in the environment in a language other than their home language.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Cognitive Development

Construction of Knowledge: Thinking and Reasoning

Goal CD-1: Through their explorations, play, and social interactions, children use their senses to discover and construct knowledge about the world around them.

Infants (Birth-12 months)	Discover the world around them by actively exploring objects (putting toys in mouth, watching, waving, banging objects, dumping, picking up and dropping objects).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Turn head or move toward sounds.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Notice consequences of their actions (open and shut cabinet door, drop Cheerios and watch them fall).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Younger Toddlers (8-12 months)	Actively explore objects by handling them in many ways (moving, carrying, filling, pouring, smelling, and putting in mouth).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Explore space with their bodies (fit self into large box, crawl under table, climb over objects).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Link actions together in simple combinations (put cover on pot, put doll in crib and rock).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Older Toddlers (18-36 months)	Explore and experiment with objects and materials to learn about their properties.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, funnel).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Put together multiple combinations of actions and objects (put toothpaste on brush and brush teeth).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Share simple concepts they have discovered with their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing).	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver

Younger Preschoolers (33-48 months)	Intentionally explore and investigate objects, tools, and materials to learn about their properties (weigh an object, observe something from the top and from the bottom).	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Share something they have discovered through their senses using play, art, language, and other forms of representation. ("This smells like the flower at Grandma's.")	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Older Preschoolers (45-60+ months)	Intentionally explore objects, tools, and materials and make simple comparisons about their properties (compare the weight of two objects on a balance scale).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Express knowledge gathered through their senses using play, art, language, and other forms of representation in a way that communicates their thoughts to others (dance like a thunderstorm).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a make-believe story was not real).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Organize and use information through matching, grouping, and sequencing.	Cognitive	C. Conceptual Knowledge	3 (all)

Goal CD-2: Through their explorations, play, and social interactions, children recall information and apply it to new situations and problems.

Infants (Birth-12 months)	Search for objects that they saw someone hide or that are partially hidden.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on parent's shoulder when new person comes near).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Repeat an action to make something happen again or to reach a goal (make sounds when music stops, bounce up and down to get adult to continue "horsey ride").	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
Younger Toddlers (8-12 months)	Search in several places where an object has been hidden recently.	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
	Notice a change in familiar objects, places, or events (reach to touch hair when parent comes home with new haircut, look for furniture that was moved).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, "water" plants with pitcher).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Explore how things work and how to cause an effect by performing actions time after time, such as repeatedly pushing the button to make the character pop out of the toy.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Try a number of solutions to everyday challenges or problems until finding a strategy that works. May repeat a strategy even if it is not working.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Imitate behaviors they have seen in the past or in other places.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Identify objects and people in pictures by pointing or looking.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Use simple pretend play actions (pretend to sleep and eat).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

Older Toddlers (18-36 months)	Search for objects in several places, even when not seen recently.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Show they remember people, objects, and events (tell about them, act them out, point out similar happenings).	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur
	Show they remember the order in which familiar events happen (finish a phrase in a story or song, get ready to go outdoors after snack).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Try multiple times to cause an effect or solve challenging problems, combining actions and behaviors used before. (ask another child to help remove a lid with them after trying unsuccessfully themselves).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Repeat simple problem solving strategies to find solutions to everyday problems.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Perform more complex action after watching an adult (activate sound from toy, open a latch).	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
Younger Preschoolers (33-48 months)	Recognize whether a picture or object is the same as or different from something they have seen before.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus).	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Describe or act out a memory or a situation or action, with adult support.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Express expectations based on past experiences ("We brush our teeth after we eat.")	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Make predictions about what will happen using what they know.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Use multiple strategies to solve problems, including trial and error, simple tools, or asking for help (try to fix a broken toy by taping it back together).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Introduce ideas or actions in play based on previous knowledge or experience.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Ask questions about why things happen to build their understanding of the cause and effect.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation

Older Preschoolers (45-60+ months)	Demonstrate their ability to apply what they know about everyday experiences to new situations.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Describe past events in order, including details or personal reactions.	Cognitive	B. Imitation and Memory	3. Relates past events
	Describe how a past event relates to something happening currently or in the future. ("We found worms at Grandpa's, too!")	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Make predictions about what will happen and explain their thinking.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Try to solve problems they have solved in the past in new ways, using what they have learned.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Introduce detailed or complex ideas or actions into play, based on previous knowledge or experience.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Use reasoning to come to conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Goal CD-3: Through their explorations, play, and social interactions children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.

Infants (Birth-12 months)	Show awareness of others' reactions to people, objects, and events.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Show awareness of another person's actions by establishing joint attention (look at an object, then at caregiver, and back at object).	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
Younger Toddlers (8-12 months)	Show awareness of others' feelings about things by looking to see how they react.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Show awareness of another person's actions and intentions by imitating actions or looking to adult to meet another's need.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Toddlers (18-36 months)	Notice and respond to others' feelings and behaviors (hand a toy to another child as a play invitation).	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Observe and imitate adult actions and adjusts interactions based on those observations (after seeing adult set table, put napkins on table).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Use words like "think," "remember," and "pretend."	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Talk about what they and other people want or like.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Younger Preschoolers (33-48 months)	Use language to identify pretend or make-believe situations. ("Let's pretend we're going on a trip.")	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Use words like "think" and "know" to talk about thoughts and beliefs.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is).	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Older Preschoolers (45-60+ months)	Compare differences between pretend and real experiences; use language to identify pretend or make-believe situations. ("That's a pretend story.")	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Express understanding that others may have different thoughts, beliefs, or feelings than their own. ("I like ketchup and you don't.")	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use language to describe their thinking processes with adult support.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Explain how they draw conclusions based on evidence they have gathered.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Mathematical Thinking and Expression

Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.

Infants (Birth-12 months)	Indicate they want “more” with signs, sounds, or looks.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Show interest in obvious differences in quantity by looking at or reaching for objects (reach for a basket with three balls rather than a basket with one ball).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers (8-12 months)	Use words or actions that show understanding of the concepts of “more” and “all” (ask for more food, stop asking for more blocks when told they have “all” of the blocks).	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Explore quantity (filling and dumping containers).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Recognize the difference between two small sets of objects (6 or under) that include a different number of objects (point to which set of crayons has more).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Older Toddlers (18-36 months)	Use words or actions that show understanding of the concepts of “more,” “all,” as well as “none” (become upset when told there is no more play dough).	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Count to 5 with the support of an adult.	Math	A. Counting	2.2 Recites numbers 1–10
	Understand the meaning of “one.”	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car).	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
	Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls).	Math	A. Counting	1. Counts out 3 items

Younger Preschoolers (33-48 months)	Rote count by ones to 10 with increasing accuracy.	Math	A. Counting	2.2 Recites numbers 1–10
	Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?”	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Compare two groups (containing up to 5 objects each) and compare them in terms of more, less, fewer, or equal.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
		Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	Show they understand that adding objects to a group will make a bigger group and taking away objects will make a smaller group.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction

Older Preschoolers (45-60+ months)	Rote count by ones to 20 with increasing accuracy.	Math	A. Counting	3.2 Recites numbers 1–20
	Look at a group of up to 5 objects and quickly see and say, or sign the number of objects.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	With guidance and support, match numerals 1-5 to sets of objects.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Count the number of items in a group of up to 10 objects and know that the last number tells how many.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Use fingers, objects, and drawings to show adding and taking away up to 5.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	1.2 Counts forward to 10
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	Explore simple addition with support. (When adding a group of 3 and a group of 2, counts, keeping track on fingers, “One, two, three...” and then counts on, “Four, five!”)	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
	Verbally count backward from 5 using fingers and use that skill to subtract a given number. (When asked how many would be left if we took 2 fingers away, counts, “Five, four, three!”)	Math	D. Addition and Subtraction	2.2 Says number before 2–10
	Recognize numerals up to 10 and attempt to write them during play and daily activities.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
		Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10
	Use and understand the terms “first” through “fifth” and “last” in their play and daily activities. (“The engine is first, and the caboose is last.”)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Goal CD-5: Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes.

Infants (Birth-12 months)	Discover different shapes by exploring (put rings in mouth, roll balls).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attempt to put objects into other objects (put blocks into a bucket).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Younger Toddlers (8-12 months)	Explore space with their bodies (fit self into large box, crawl under table, climb over low walls).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Put basic shapes into a shape sorter using trial and error.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Match square shapes and circle shapes.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Older Toddlers (18-36 months)	Respond to and begin to use words describing positions (in, on, over, under, etc.).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Name or match a few shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Stack or line up blocks that are the same shape.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Younger Preschoolers (33-48 months)	Demonstrate and begin to use the language of the relative position of objects in the environment and play situations, such as up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Build and describe 2- dimensional shapes, such as making circles and triangles with blocks and play dough.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Find shapes in the environment and describe them in his/her own words.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Older Preschoolers (45-60+ months)	Create 2-dimensional shapes and 3-dimensional structures to create symmetry (are the same on both sides) or to represent real-world objects. ("We are building a castle and we need a round block for the tunnel.")	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Name basic shapes, such as circle, triangle, square, and rectangle, and describe their characteristics using descriptive and geometric attributes. ("That's a triangle; it's pointy." "It's a circle because it's round.")	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Recognize that a shape remains the same shape when it changes position.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Take a shape apart to make new shapes, such as finding two triangles in a square.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Goal CD-6: Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects.				
Infants (Birth-12 months)	Discover objects of different sizes and weights by exploring (put toys in mouth, pick up large objects).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers (8-12 months)	Participate in activities that compare the size and weight of objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Older Toddlers (18-36 months)	Use size and amount words to label objects, people, and collections (big truck, a lot of cookies, little baby).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Group objects into categories (cars with cars, plates separated from cups).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Recognize objects that are different but go together (such as shovel and pail or cup and plate).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Younger Preschoolers (33-48 months)	Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Compare the size or weight of two objects and identify which one is longer/taller/heavier than the other. ("That rock is heavier than this one; I can't lift it." "A cow is bigger than a cat.")	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Identify familiar objects as the same or different.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Sort familiar objects into categories with increasing accuracy (tools for woodworking and utensils for cooking; rectangle blocks on one shelf and square blocks on another shelf).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Recognize simple repeating patterns and attempt to create them during play (repeat a movement pattern during a song, make a line of blocks in alternating colors).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Older Preschoolers (45-60+ months)	Identify and use measurements tools, such as ruler, scales, measuring cups, thermometer, clock, as well as non-standard objects (measure length of shadow using shoes).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Directly compare more than two objects by size, length, or weight. ("That rock is heavier than these others; I can't lift it." Look at three strings that are different lengths and select the longest string).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Sort a group of up to 10 objects using two attributes (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and color).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Arrange up to 5 objects in order according to characteristics or attributes, such as height (put 4 water toys in order from shortest to tallest).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Sort objects onto a large graph according to one attribute, such as size, shape, or color and name the category that has the most, least.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Identify, repeat, extend, and describe a simple pattern in the context of play or daily activities, routines, play, or in nature. ("Look, that zebra has a white stripe, black stripe, white stripe, black stripe!")	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Goal CD-7: Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems.

Infants (Birth-12 months)	Differentiate primary caregiver from others.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers (8-12 months)	Begin to cluster objects that share physical similarities (i.e. balls grouped together and blocks grouped together).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Match relational parts, such as a teapot and its' lid or a pan with a spoon to stir.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Older Toddlers (18-36 months)	Use observation and emerging counting skills (1, 2, 3) during play and other daily activities.	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
	Match objects by shape, color, or size.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Match object to picture of object.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Match objects that have the same function (a brush and a comb or a bowl and a plate).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Younger Preschoolers (33-48 months)	Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area).	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	Use drawing and concrete materials to represent mathematical ideas (draw many circles to show "lots" of people, put Popsicle® sticks in a pile to show the number of children who want crackers for snack).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Older Preschoolers (45-60+ months)	Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number).	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack differently colored blocks to represent classmates’ answers to a survey question).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Begin to explain how a mathematical problem was solved. (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”)	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Gather mathematical information (quantity, measurement of objects, etc.) to answer questions of interest.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

Scientific Exploration and Knowledge

Goal CD-8: As a result of their explorations and participation in simple investigations through play, children observe, describe characteristics of, and demonstrate respect for living things, the environment, and the physical world.

Infants (Birth-12 months)	Show curiosity and explore the natural world using all their senses (rub hands over grass, lift face to feel wind, pat family dog, splash water).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers (8-12 months)	Show curiosity in observing and exploring the natural world indoors and outdoors with focus, using all senses (notice and play with rocks brought in from a walk, smell flowers, catch falling snow, shuffle through leaves).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Point to objects and actions they find interesting in the world around them.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Collect groups of items (put rocks and pinecones in a bucket).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Older Toddlers (18-36 months)	Show curiosity and investigate the world of nature indoors and outdoors (roll in the grass, scratch frost on window).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Help adult with the care of living things (water plants, feed classroom pet).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Cause toys they are playing with to move and provide simple descriptions. ("My train go fast!")	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Collect items that may share an attribute.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Classify things into groups but may over- generalize (call all small animals "puppies").	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Use one word descriptions (hot, soft, bumpy).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Observe and choose simple clothing for weather (mittens and boots when snowy).	Cognitive	E. Scientific Discovery	2.3 Makes observations

Younger Preschoolers (33-48 months)	Demonstrate interest in the natural world and the outdoor environment (plays in dirt and sand, ask questions about things seen outdoors).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Participate in activities that help to care for the environment, with guidance and support (picks up trash, recycle paper).	Social-Emotional	E. Meeting Social Expectations	3. Participates in familiar social routines with caregivers
	Participate in the care of living things with guidance and support (water plants, help to feed classroom pet).	Social-Emotional	E. Meeting Social Expectations	3. Participates in familiar social routines with caregivers
	Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Investigate the effect they can have on motion (push, pull, build ramp for a toy car with blocks, put foot in the path of moving toy).	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Compare and sort objects or materials according to one or more attributes.	Cognitive	C. Conceptual Knowledge	3 (all)
	Observe and state simple weather patterns (sunny, rainy, cloudy, snowy).	Cognitive	E. Scientific Discovery	2.3 Makes observations

Older Preschoolers (45-60+ months)	Demonstrate respect, wonder and appreciation for the environment by participating in activities that help to care for the environment. With support explain that their actions and actions of others can change the environment (gathering cans for recycling, planting trees).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Take responsibility for the care of living things (independently feed pet as daily chore, water plant when leaves drop, help weed vegetable garden).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describe basic things plants and animals need to live and grow (sunlight, water, food).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Identify changes that take place over time.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Provide simple rationale for future movement and speed of an object based on past experience. ("Last time I made the ramp really high the marble went really fast.")	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	Observe and use words to describe physical changes and their possible causes, such as solid turning to liquid.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Sort objects or materials by attributes and describe the attributes used to sort (size, color, shape, sound).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Goal CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.				
Infants (Birth-12 months)	Gather information through sight, hearing, taste, smell, and touch.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore body movements to make something happen (kick a mobile).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Use multiple senses to focus intently on objects, displays, materials, or events.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers (8-12 months)	Use all senses to examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at moon).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Manipulate objects to make things happen (kick a ball, push a button on a toy) and delight in repeating and seeing similar results.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Explore objects and materials, handling them in many ways to discover more things they can do with them (moving, carrying, filling, dumping, squishing and pounding wet sand).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Say, “Look!” for others to share in discoveries.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers (18-36 months)	Make simple scribbles, sounds, or movements to describe what they are seeing and experiencing.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use simple tools to investigate objects (magnifying glass, ramps for rolling balls, or spoon for digging) or to obtain a desired object (i.e. ruler to guide ball back from under shallow cabinet).	Cognitive	D. Reasoning	1. Uses object to obtain another object
		Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Try out different materials to create a structure.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Investigate differences between materials (sand, water, “goop,” moving air).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Notice and comment on changes in materials when mixing and manipulating (paint, playdough, food ingredients).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Ask, “What’s that?”	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

Younger Preschoolers (33-48 months)	Represent what they learn during scientific exploration through simple drawings, building, movement, or other methods, with adult support.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use simple tools and measuring devices, such as balance scales, sifter, and rulers to explore the environment, with guidance and support.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	State a purpose when constructing something new. ("I'm gonna build a bridge for my dump truck.")	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Test a variety of materials and configurations to design an end product.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Ask questions to find out more about the natural world.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	With adult support, make simple predictions about what will happen next.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Use simple descriptions and scientific vocabulary during experiments and experiences, with adult prompting and support (describe changes taking place while mixing, and using words such as "question," "experiment," and "measure").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Older Preschoolers (45-60+ months)	Represent what they learn during their scientific explorations through drawing, 3-D models, diagrams, movement, or other methods.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Identify the five senses as ways they can learn more about the world and uses their senses to do so.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Use an increasing variety of tools to investigate the world around them, solve problems, and complete tasks, extending what they can observe and do through their senses alone (measuring tools, magnifying glasses, balance, prism, droppers).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Compare objects, materials, and phenomena by observing and describing their physical characteristics.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens).	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Make predictions, providing a rationale based on past experiences and then carry out simple investigations to test their predictions. Gather data and communicate simple conclusions (with adult support, predict which objects will sink or float, make two column chart labeled by picture of object sinking and another floating, and draw the objects in appropriate columns after observing which ones sink).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Follow a simple visual plan or model to construct something new.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Make adjustments to their constructions or creations to improve function, stability, or appearance.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Use scientific process words (predict, experiment, compare, measure) and scientific content words (plant, animal, magnet, weather) in discussions during science experiences.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Use the computer and other technology, if available, to explore how their actions can cause an effect.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes

Social Studies, Family, and Community Connections

Goal CD-10: Through their explorations, play, and social interactions children demonstrate an understanding of relationships, roles and what it means to be a participating member of their families and the diverse groups and communities they belong to.

Infants (Birth-12 months)	Observe actions of children, adults, animals, and objects nearby.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Seek out parents, siblings, and caregivers for play and for meeting needs.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Express enjoyment or show preference for familiar people with sounds, expressions, and/or movement.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers (8-12 months)	Imitate routine actions of their caregivers (rock a baby doll, push a lawnmower, “read” a magazine).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Know whom they can go to for help and emotional ‘refueling,’ (periodically seeking out primary caregiver before going back to play with peers).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Bring toys to share with primary caregiver.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Recognize children and others they spend a lot of time with (make sounds, say name).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Sit next to another child when playing with own toys.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
Older Toddlers (18-36 months)	Intently watch and imitate other children and adults (try to swing a plastic bat they have seen an older child use).	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Use play to show what they know about relationships and roles in families and other familiar contexts.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Talk about what others do during the day. (“Mommy at work. Gramma at home.”)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Help with daily routines (put napkins out for lunch).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Seek out familiar playmates to sit next to when playing.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers

Younger Preschoolers (33-48 months)	Talk about close family members, name their relationships to each other, and describe family routines. ("Marika is my sister." "My grandma takes care of me at night.")	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Adopt roles of family and community members during play, given support and realistic props.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, "That's my family." or "I'm in Ms. Emily's class.")	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	With prompting and support, participate as a member of a group, such as a classroom community (vote for name of class pet, wait turn to paint when easels are full).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Talk about "fairness" and demonstrate a willingness to take turns and share with others.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Older Preschoolers (45-60+ months)	Talk about a wide circle of family members and other people important to the family, their relationships to each other, and their shared experiences.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions in a way that demonstrates their understanding of the roles.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Identify themselves as individuals and as belonging to a family, as well as other groups such as their preschool class or faith community).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	View themselves as contributing members of various groups with both rights and responsibilities (share, take turns, follow rules, take responsibility for simple jobs).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Participate in creating and following expectations/rules and routines.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	Demonstrate confidence in expressing individual opinions and thoughts, while respecting those of others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Goal CD-11: Through their explorations, play, and social interactions children identify and demonstrate appreciation of similarities and differences between themselves and others.

Infants (Birth-12 months)	Notice faces and facial features.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Notice differences between primary caregivers and others.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond differently to adults and children.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers (8-12 months)	Compare their own physical features with those of others by looking and touching.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore similarities and differences among people by listening to their voices, feeling their hair, touching their faces, and watching their expressions.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Toddlers (18-36 months)	Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Show awareness of similarities and differences among people and families by taking on different roles during play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Younger Preschoolers (33-48 months)	Show acceptance of people who are different from themselves as well as people who are similar.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	Explore differences in backgrounds and traditions during play and planned activities, given support and guidance (try on various traditional outfits in the dramatic play area).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Older Preschoolers (45-60+ months)	Name several similarities and differences between themselves and others as well as benefits of those similarities and differences.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Show acceptance of differences through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.).	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Demonstrate an understanding that there are diverse families and backgrounds and all have value (talk positively about how other children have different family structures than their own; share family traditions/routines, ask questions to learn about the traditions of others).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Demonstrate respect for the thoughts and opinions of others, even when different from their own.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others

Creative Arts and Expression

Goal CD-12: Children engage in a variety of creative activities for enjoyment and self-expression including play, visual arts, music, expressive movement, and drama.

Infants (Birth-12 months)	Explore sensory properties of art media (smear paint, pat and pound dough).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw a scarf).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Imitate and make a variety of sounds with simple instruments, toys, and their own voice.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Express feelings, such as joy by moving their bodies (kick feet when excited, hug soft toy).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers (8-12 months)	Explore art materials freely (make marks, squeeze clay, tear paper).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use hats and clothes for dress-up make-believe.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Move to music in their own way (such as swaying to music with feet wide apart).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Older Toddlers (18-36 months)	Experiment and create 2D and 3D art with clay, crayons, markers, paint, and collage materials.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Create representations of familiar objects and scenes using play materials, language, scribbles, and other actions.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Make up simple nonsense songs, sign, chant, and move to music (twirl around and fall down, “march” by lifting knees high).	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Talk or sing to themselves for comfort or enjoyment and express ideas and feelings through music and movement.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Younger Preschoolers (33-48 months)	Explore the properties of art materials and use them for constructing, painting, drawing, and sculpting.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Choose to participate and use visual art, music, movement, and dramatic play to communicate and express feelings, ideas, and experiences.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Show creativity and imagination when using materials, singing, moving, and assuming roles during pretend play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Use words and actions to imitate a variety of familiar stories, roles, and new understandings from topics of study (set up a store in the dramatic play area and act out roles of shopkeeper and customer).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Show awareness of different musical instruments, and rhythms, as they make music or participate in music activities.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Show awareness of various patterns of beat, rhythm, and movement through music and movement activities.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Explore ways to move imaginatively with and without music, such as stretching, galloping, twisting, bending, swaying, marching, and clapping.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

Older Preschoolers (45-60+ months)	Demonstrate enjoyment and confidence in their ability to freely plan and create artwork of their own design individually and collaboratively, including drawings, paintings, collages, and sculptures.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Describe experiences, ideas, emotions, people, and objects represented in their artwork.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Draw or build representations of familiar people, places, and new understandings from topics of study with a variety of materials.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Plan and act out scenes based on books, stories, everyday life, and imagination alone or with others, creating and engaging in increasingly detailed and extended scenarios in their dramatic play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music and participate in a variety of musical and rhythmic experiences, including singing, clapping to the beat, listening, and using musical instruments.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Recall and imitate patterns of beat, rhythm, tempo, and dynamics of music, as they create expressive movements or participate in movement activities.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

Goal CD-13: Children demonstrate an appreciation for different forms of art including visual arts, music, expressive movement, and drama.

Infants (Birth-12 months)	Show wonder or fascination with objects, activities, or experiences (pay attention to bright or contrasting colors, look at caregiver singing lullabies, show bodily excitement when they hear music).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers (8-12 months)	Show interest or pleasure in response to images, objects, and music (say, “Aaah” and reach for a brightly colored picture, look at or reach toward fluttering leaves).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Participate in and explore all possible media (use finger paint, glue scraps of paper on another paper, dance to music).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Toddlers (18-36 months)	Express delight in different forms of art (choose to look at a book with colorful photographs).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Participate in and use simple words to describe art, music, movement, drama, or other aesthetic experiences (talk about colors in a painting).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Younger Preschoolers (33-48 months)	Express pleasure in different forms of art (call something “pretty,” express preferences, or listen to music again).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Participate in and use words to describe art in terms of color, texture, space, sound and movement.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Older Preschoolers (45-60+ months)	Show appreciation for a variety of art, including that of their own culture and community, as well as others.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Participate in and use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly. (“We need a stage for our puppet show.”)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Demonstrate value and respect for their own artwork and that of their peers.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Health and Physical Development

Physical Health and Growth

Goal HPD-1: Children develop healthy eating habits.

Infants (Birth-12 months)	Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food.	Adaptive	A. Eating and Drinking	2.3 Eats soft and dissolvable foods
	Show interest in feeding routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Help with feeding themselves (eat finger foods, hold bottle).	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
		Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Show food preferences.	Cognitive	A. Eating and Drinking	1.1 Reacts to events or stimulation
	Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away).	Cognitive	A. Eating and Drinking	1.1 Reacts to events or stimulation
Younger Toddlers (8-12 months)	Try new foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Feed themselves with some assistance.	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Communicate when hungry, thirsty, or has had enough.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Eat enough to meet nutritional needs, although amount or type of food may vary over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Eat a variety of small pieces of age-appropriate table foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Distinguish between food and non-food items.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Older Toddlers (18-36 months)	Occasionally able to make nutritious choices with support.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Feed themselves using utensils and hands.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
		Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
		Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Accept or refuse food depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Younger Preschoolers (33-48 months)	Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Demonstrate willingness to try new healthy foods when offered several times and sometimes able to make nutritious choices with support.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Feed themselves with utensils independently.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some are not healthy (potato chips, soda).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Older Preschoolers (45-60+ months)	Demonstrate willingness to try new healthy foods and make nutritious eating choices independently and with support.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Regulate food consumption based on their own feelings of hunger and fullness.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
	Given a selection of familiar foods, identify which foods are nutritious and which are not.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Talk about variety and serving size of foods needed to be healthy, naming some foods and beverages that help to build healthy bodies.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Goal HPD-2: Children engage in active physical play indoors and outdoors.

Infants (Birth-12 months)	Engage in physically active moments (spending time on their tummy, repeating actions, kicking, waving arms, rolling over).	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Move their bodies to explore the indoor and outdoor environment.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Develop strength and stamina by continuing movements over short periods of time.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Younger Toddlers (8-12 months)	Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving).	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Anticipate and ask for outdoor play (point at door and say, "Out," sometimes preferring to stay outside).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Engage in regular and sustained movement (push toys around play area, go up and down, slide over and over).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older Toddlers (18-36 months)	Show satisfaction with new active skills and strengths (ask others to watch them. "I'm big and strong!")	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	With guidance and support, transition from active to quiet activities.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Develop strength and stamina by spending moderate periods of time playing vigorously.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Younger Preschoolers (33-48 months)	Choose a variety of structured and unstructured physical activities indoors and outdoors.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching).	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Transition from active to quiet activities with limited guidance and support.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Develop strength and stamina by spending moderate periods of time playing vigorously.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Older Preschoolers (45-60+ months)	Communicate ways exercise keeps us healthy and makes us feel good.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play).	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Transition independently from active to quiet activities most of the time.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Develop strength and stamina by increasing their amount of play and activity, using more muscles for longer periods of time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Goal HPD-3: Children develop healthy sleeping habits.

Infants (Birth-12 months)	Sleep for longer periods at a time (more at night, and less during the day).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Settle down and fall asleep after a routine that includes a familiar series of events, such as calming songs and stories.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Sleep well and show alertness during waking periods.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers (8-12 months)	Cooperate with sleep routines (choose a book, get preferred sleep toy).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Use simple sounds, gestures, or words to show they are tired (say, "Night, night;" go to get familiar stuffed animal or other comfort item).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Sleep well, waking rested.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Toddlers (18-36 months)	Use language about sleep ("Time for bed," after clearing lunch things; give sign for sleep).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	With guidance, participate in sleep routines (wash hands after lunch, get comfort item, listen to calming songs and/or stories, lie down on bed or mat).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Fall asleep on their own.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Sleep well, waking rested and ready for daily activities.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Younger Preschoolers (33-48 months)	Recognize and communicate signs of being tired.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	With increasing independence, start and participate in sleep routines, including listening to calming songs and/or stories.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Stay awake except during nap time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older Preschoolers (45-60+ months)	Communicate ways sleep keeps us healthy and makes us feel good.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Independently start and participate in sleep routines most of the time, including listening to calming songs and/or stories.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Stay awake and alert except during voluntary nap time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Motor Development

Goal HPD-4: Children engage in play and movement to develop the large muscle control and abilities needed to explore and move in their environment.

Infants (Birth-12 months)	Develop control of head and back, progressing to arm and leg movements.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Maintain upright posture when sitting and standing.	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
		Gross Motor	A. Body Control and Weight Transfer	4.5 Sits balanced using hands for support
		Gross Motor	B. Movement and Coordination	2.2 Stands unsupported
	Explore body positions and movements, rolling, pushing up, pulling to stand, and kicking or reaching for objects to achieve a goal.	Gross Motor	A. Body Control and Weight Transfer	2. Puts weight on one hand or arm while reaching with opposite hand
		Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
		Gross Motor	A. Body Control and Weight Transfer	4.2 Regains balanced, upright sitting position after reaching across body
		Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk).	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
		Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects

Younger Toddlers (8-12 months)	Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor).	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
		Gross Motor	B. Movement and Coordination	2.1 Rises from sitting to standing position
		Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Coordinate arm and leg movements to explore, climb, push, pull, and achieve goals (push a stroller, use riding toys, crawl up steps).	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
		Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	Move through the world with increasing independence (crawl, cruise, walk, run, use therapeutic walker).	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Gross Motor	B. Movement and Coordination	3.4 Cruises
		Gross Motor	B. Movement and Coordination	5.1 Runs

Older Toddlers (18-36 months)	Coordinate movements for a purpose (kick, jump, step, pedal, push away).	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	C. Active Play	1.4 Kicks ball
		Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	Move through the world with a variety of movements and with increasing independence and control (run, jump, pedal).	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
	Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide).	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
		Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	Perform actions smoothly with balance, strength, coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps).	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	5.2 Walks fast
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure

Younger Preschoolers (33-48 months)	Demonstrate increasing stamina, body strength, endurance and balance, managing uneven surfaces such as hills, ramps, and steps.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
	Refine movements and show generally increasing coordination (throwing and catching).	Gross Motor	C. Active Play	1 (all)
	Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology).	Gross Motor	C. Active Play	1 (all)
		Gross Motor	C. Active Play	2. Uses hands to hang on play equipment with bars
		Gross Motor	C. Active Play	2.3 Goes down small slide
		Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	Move their bodies in space with increasing coordination and ability to cross the midline, such as using alternate feet on steps, touching toes on one side of the body with the opposite hand.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
		Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support

Older Preschoolers (45-60+ months)	Demonstrate stability, flexibility, and balance while performing complex movements by standing on one foot, turning, stretching, bending, hopping, balancing on beams, jumping, and moving to music.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7 (all)
	Demonstrate more coordination of upper and lower body when, throwing, catching, kicking, bouncing objects, swinging, and hitting objects with racquets or paddles.	Gross Motor	C. Active Play	1 (all)
	Move quickly through the environment and be able to both change directions and stop (run fast, pedal fast).	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Gross Motor	B. Movement and Coordination	3.2 Walks with one-hand support
	Show awareness of own body in relation to other people and objects while moving through space. When asked, can move in front of, beside, or behind someone or something else.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Participate in play and movement activities and describe how physical activity contributes to their overall health ("Exercise helps make me strong!").	Gross Motor	C. Active Play	All
		Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Goal HPD-5: Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools.

Infants (Birth-12 months)	Use both hands to swipe at, reach for, grasp, hold, shake, and release objects.	Fine Motor	A. Reach, Grasp, and Release	All
	Explore shape, weight, size, and texture by turning objects, dropping, or transferring objects from one hand to another.	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
		Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
		Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
		Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Use index finger and thumb (pincer grasp) to pick up an object with finger and thumb.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
Younger Toddlers (8-12 months)	Use hands and eyes together for more complex actions (put together and take apart toys, feed themselves finger foods, fill containers).	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
		Fine Motor	B. Functional Skill Use	2 (all)
	Use hands to explore and manipulate objects (pick up and examine, stack two or three large blocks, pick up or roll a ball, and turn pages in board books).	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
		Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
		Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
		Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
		Fine Motor	B. Functional Skill Use	2 (all)
	Use simple tools (spoon for feeding hammer with pegs, crayon for scribbling).	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
Older Toddlers (18-36 months)	Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters, put on mittens, painting at easel).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Plan and use more complex refined hand movements (stack a few small blocks, draw, look for a favorite page in a book, practice self-care routines).	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
		Fine Motor	B. Functional Skill Use	2 (all)
		Fine Motor	B. Functional Skill Use	3 (all)
		Fine Motor	B. Functional Skill Use	2 (all)
	Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel, rolling pin).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

Younger Preschoolers (33-48 months)	Engage in activities that require hand-eye coordination (build with manipulatives mold play dough, work puzzles with smaller pieces).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.1 Assembles toy
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Draw simple shapes and figures (square for block, circles).	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Older Preschoolers (45-60+ months)	Engage in complex hand-eye coordination activities and play with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces, string beads).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Display strength and control while using a variety of tools and materials including scissors, pencils, crayons, small toys, spray bottles, and hole punchers.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Draw and write figures with more detail (faces with features, letters, or letter-like forms).	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Participate in self-help skills, such as buttoning, zipping, snapping, and pouring.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

Self-care, Safety, and Well Being

Goal HPD-6: Children develop personal hygiene and self-care skills.

Infants (Birth-12 months)	Tolerate care routines (mouth care, hand- washing, diapering, dressing, and bathing).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing, open mouth for milk or spoon).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Younger Toddlers (8-12 months)	Cooperate and help with care routines and cleanup (mouth- care, hand-washing, diapering, dressing, bathing).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Drink from a cup and feed themselves with their fingers or a spoon.	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
		Adaptive	A. Eating and Drinking	3.2 Eats with fingers
		Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
		Adaptive	A. Eating and Drinking	4.2 Drinks from container held by adult
Older Toddlers (18-36 months)	Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show interest in toileting).	Adaptive	B. Personal Care Routines	1.1 Indicates need to use toilet
		Adaptive	B. Personal Care Routines	1.2 Has bowel and bladder control
		Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
		Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
		Adaptive	C. Dressing and Undressing	All
	Help with snack routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Younger Preschoolers (33-48 months)	Dress and undress themselves with occasional assistance.	Adaptive	C. Dressing and Undressing	All
	Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow).	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
		Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
		Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
		Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Serve food for themselves.	Adaptive	A. Eating and Drinking	6.2 Serves food with utensil

Older Preschoolers (45-60+ months)	Dress and undress themselves independently.	Adaptive	C. Dressing and Undressing	All
	Independently practice personal care and self- help skills, including washing hands, brushing teeth, toileting, flushing, throwing tissues away.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
		Adaptive	B. Personal Care Routines	2 (all)
		Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	Help with meal and snack preparation.	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	Describe the value of good health practices to their well-being (wash hands to get rid of germs, drink milk to build strong bones).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Goal HPD-7: Children use safe behaviors and personal safety practices with support from adults.

Infants (Birth-12 months)	Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers).	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Notice and imitate adults' reactions to new people and situations.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Younger Toddlers (8-12 months)	Watch for adult reactions to unfamiliar things or situations that might be dangerous.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Show some caution about unfamiliar and/or unsafe situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Respond to simple warnings that prevent harm. ("Stop!" "Hot!" "Wait!")	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
Older Toddlers (18-36 months)	With guidance, remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened).	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Increase self-control over their impulses (remind self not to touch something; wait for adult vs. running ahead).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Cooperate with adults in unsafe situation, such as being cautious with unknown dog and taking adult's hand to cross street.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
Younger Preschoolers (33-48 months)	Learn what their bodies can do, and primarily play within their abilities to avoid injury to self or others.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Usually recognize and avoid objects and situations that might cause harm.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Usually follow basic safety rules.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Call a trusted adult when someone gets injured or is in an unsafe situation.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety

Older Preschoolers (45-60+ months)	Identify, avoid, and alert other children to potentially dangerous behaviors, such as keeping a safe distance from swings.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	With support, show how to respond safely in emergency situations, such as fire or tornado, and in the presence of strangers or dangerous objects. Recognize basic safety symbols, such as poison symbols.	Adaptive	D. Personal Safety	2 (all)
		Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
		Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Know how and when to alert adults to dangerous situations or in an emergency, including in public places, such as a store, identifying people who may be able to help them.	Adaptive	D. Personal Safety	4 (all)