



ALIGNMENT

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

WITH Iowa Early Learning Standards

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

This document aligns the content from the *Iowa Early Learning Standards* [2026] 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.

Early Childhood Iowa. (2026). *Iowa Early Learning Standards, Fourth Edition*. Retrieved from: <https://educate.iowa.gov/pk-12/early-childhood/standards#iowa-early-learning-standards-iels>

AEPS-3 products can be purchased online at www.brookespublishing.com/aeps or by calling 1-800-638-3775.

AEPS® is a registered trademark of and the AEPS logo is owned by Paul H. Brookes Publishing, Co., Inc.

Created September 2026



Area 1: Emotional Well-being and Relationship Development

Standard 1: Responds to and engages with familiar adults

Birth-12 months	A. Develops expectations of consistent, positive interactions through secure relationships with familiar adults	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	B. Distinguishes between familiar and unfamiliar adults	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	C. Accepts and initiates contact, comfort and assistance from familiar adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	D. Explores the environment, checking back with familiar adults periodically for security	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	E. Shows discomfort at separation from familiar adults	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
12-24 months	F. Engages and initiates in shared playful experiences with a familiar adult	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	G. Prefers primary caregiver and may experience intense feelings when separating or reuniting with them	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	H. Feels comfortable in a variety of places with familiar adults	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	I. Seeks help from adults in unfamiliar situation	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
24-36 months	J. Initiates and responds to social interaction displaying trust by expressing affection toward preferred adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	K. Manages separations from familiar adults with decreasing amounts of stress	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
3-4 years	L. Initiates more complex interactions with familiar adults	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	M. Responds to familiar adult requests and directions with adult assistance or prompting	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	N. Begins accepting guidance, comfort and directions from familiar adults to a broader range of adults	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
4-5 years	O. Engages in extended reciprocal interactions with adults	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	P. Accepts guidance, comfort and directions from a range of adults in a variety of environments	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Q. Responds to adult requests and directions, may need assistance or prompting	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Standard 2: Demonstrates a sense of self-awareness

Birth-12 months	A. Develops awareness of self within their environment: a. Touch stimuli b. Reflex response of rooting, startling, stroking and grasping	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	B. Expresses reaction through facial expressions, sounds and gestures	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	C. Moves and makes sounds to get or keep the attention of others	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	D. Responds to name by familiar adult	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	E. Shows awareness of their own body as a part of their environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	F. Differentiates between seeing themselves and mimicking others actions	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	G. Shows awareness of familiar routines through responsive behaviors	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	H. Imitates actions of others	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	I. Shows preference for toys and experiences	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
12-24 months	J. Understands some features and qualities of self and others	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	K. Consciously imitates others to engage in playful interactions	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	L. Begins to portray roles and relationships with a familiar adult	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	M. Tests limits and boundaries	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	N. Begins to finish tasks making their own decisions (autonomy)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
24-36 months	O. Responds to name when asked	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	P. Shows independence from familiar adults	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Q. Recognizes own feelings, needs, features, qualities and preferences as different from others	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	R. Works to gain positive responses from familiar adults	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	S. Seeks assistance from familiar adults in new or difficult tasks or situations	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	T. Imitates another child or adult's play or behavior	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	U. Begins to understand things belong to them	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions

3-4 years	V. Shows growing independence in a range of activities, routines and tasks	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	W. Begins to understand how others perceive them	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	X. Begins to seek approval from others	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Y. Begins to imitate social behaviors and shared interests	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Z. Expresses positive sense of self in terms of specific abilities	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
4-5 years	AA. Displays independence and confidence in making choices of wants and needs	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
		Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	BB. Begins to understand how own actions relate to how others perceive them	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	CC. Imitates social behaviors and shared interests by participating in cooperative and social play	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity

Standard 3: Demonstrates awareness of their emotions and behaviors and expresses them in developmentally appropriate ways

Birth-12 months	A. Expresses a variety of emotions to seek a response from a familiar adult	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	B. Uses signals to meet needs: a. Crying b. Body language c. Inability to soothe	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	C. Calms with soothing from a familiar adult	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	D. Develops distinct preferences for self-soothing and comforting	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
12-24 months	E. Participates in routines with familiar adults	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	F. Seeks emotional security and support through close proximity to familiar adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	G. Responds to others' emotions by sharing an emotional reaction	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	H. Tolerates brief delays in having needs met	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
24-36 months	I. Initiates steps of social routines with familiar adults	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	J. Shows awareness of own emotions through verbal and nonverbal expression	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	K. Waits briefly to obtain a preferred item	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	L. Develops an understanding of routines and expectations. May require reminders or assistance from adults	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	M. Follows simple routines and expectations in a variety of settings	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	N. Shows an increasing ability to manage actions, emotions and emotional expressions. May need guidance from familiar adults in a safe and consistent environment	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	O. Shows an increasing range and variety of emotions with the shift between emotions becoming smoother	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

3-4 years	P. Begins labeling basic feelings and emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Q. Begins to develop patience based on refined ability to take turns	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	R. Begins to manage emotions independently. May need adult support to co-regulate big emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	S. Manages transitions and changes to routines	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
4-5 years	T. Expresses a broad range of emotions and begins to notice more complex emotions in self	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	U. Labels emotions, needs, opinions and desires through preferred communication methods	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	V. Demonstrates coping and self-regulation skills to manage a variety of emotions with increasing independence	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	W. Shows an increasing ability to understand and accept the connection between their actions and positive or negative consequences	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	X. Shows increasing understanding of changing expectations and emotional expression in different settings	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

Standard 4: Forms positive peer relationships

Birth-12 months	A. Notices, imitates and responds to emotions displayed by peers	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	B. Shows recognition of others through actions	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	C. Explores, responds and initiates back and forth interactions with peers, supported by familiar adults	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
12-24 months	D. Begins to show and notice empathy by responding with concern in interactions with peers	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	E. Simple turn-taking begins with imitation and shared playful experiences with a familiar adult	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	F. Interacts and responds to a few children on a regular basis	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	G. Engages briefly in simple interactions with another child	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	H. Imitates actions of peers	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
24-36 months	I. Begins to label emotions in others	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	J. Begins to express empathy and concern with words or actions with adult support	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	K. Plays near or side by side with peers	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	L. Begins to recognize peers by name	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	M. Begins to join in play with others including turn-taking, supported by familiar adults	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
3-4 years	N. Expresses empathy to peers by showing caring behaviors	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	O. Begins to show preferences when playing with peers	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	P. Begins to engage in interactions and play with other peers without adult support	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Q. Identifies a few peers by name	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	R. Refines ability to take turns	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	S. Begins to recognize and describe social problems	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	T. Accepts solutions to conflicts with adult guidance and support	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

4-5 years	U. Expresses empathy for others and tries to help with an increased range of more complex actions	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	V. Sustains positive interactions with one to two preferred peers	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	W. Negotiates with others to resolve disagreements with or without prompting from adults: a. Turn taking b. Social problems	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	X. Engages in sustained periods of cooperative play including strategies to join groups	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Y. Identifies friends by names	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others

Area 2: Physical Well-being and Motor Development

Standard 1: Participates in practices that promote health, safety and nutrition

Birth-12 months	A. Responds to care and play routines	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	B. Establishes healthy eating and sleeping patterns with the assistance of an adult	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	C. Consumes breastmilk or formula, progressing to solid foods and drinking from a cup	Adaptive	A. Eating and Drinking	1. Uses lips to take semisolid foods off eating utensil
		Adaptive	A. Eating and Drinking	1.1 Swallows semisolid foods
		Adaptive	A. Eating and Drinking	1.2 Swallows liquids
		Adaptive	A. Eating and Drinking	2.2 Eats crisp foods
		Adaptive	A. Eating and Drinking	2.3 Eats soft and dissolvable foods
		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
	D. Shows a willingness to try new foods and engages in food exploration	Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
12-24 months	E. Participates in healthy self-care routines, with adult support	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	F. Demonstrates a balance of rest and physical activity with adult support	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	G. Advances self-feeding skills by exploring and practicing with eating and drinking utensils	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
		Adaptive	A. Eating and Drinking	3.2 Follows familiar social routines with familiar adults
		Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
	H. Participates in safe behaviors in the environment with adult support	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
24-36 months	I. Demonstrates healthy self-care routines, with increasing independence	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	J. Demonstrates a balance of rest and physical activity with less adult support	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	K. Uses eating and drinking utensils with more control	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	4.1 Drinks from cup with spouted lid
	L. Participates in safe behaviors in the environment with less adult support	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

3-4 years	M. Participates in healthy self-care routines	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	N. Begins to recognize and identify healthy foods	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	O. Advances self-feeding skills to independently feed self with eating and drinking utensils	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
		Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
	P. Demonstrates safe behaviors in the environment	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
4-5 years	Q. Demonstrates increasing independence with balancing rest and physical activity	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	R. Communicates safety rules and the reasons for the rules for indoor and outdoor environments	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	S. Follows healthy self care routines	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	T. Serves food or pours drinks with supervision	Adaptive	A. Eating and Drinking	6.1 Pours liquid into variety of containers
		Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
	U. Develops appropriate balance between rest and physical activity as part of a healthy lifestyle	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways

Standard 2: Develops large motor skills

Birth-12 months	A. Notices hands and feet, bringing to mouth, batting and touching objects	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	B. Begins to use balance, strength and coordination in activities: a. Turns head from side to side b. Lifts head up while positioned on stomach	Gross Motor	A. Body Control and Weight Transfer	1.3 Turns head side to side
		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	2.1 Remains propped on extended arms with head lifted
		Gross Motor	A. Body Control and Weight Transfer	2.2 Remains propped on nonextended forearms with head lifted
	C. Gains control of the head and body: a. Sits up b. Stands with support	Gross Motor	A. Body Control and Weight Transfer	4. Alternates feet going up and down stairs
		Gross Motor	A. Body Control and Weight Transfer	4.1 Walks up and down stairs using support
		Gross Motor	A. Body Control and Weight Transfer	4.2 Moves up and down stairs
		Gross Motor	A. Body Control and Weight Transfer	4.3 Gets up and down from low structure
		Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position

Birth-12 months	D. Begins to use control in large motor skills: a. Reaches for objects b. Rolls over from back to stomach and stomach to back c. Pushes up with straight arms while positioned on stomach d. Crawls forward e. Stands while holding on to furniture f. Walks while holding on to furniture-cruising g. Takes steps while holding adult's hand	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	2.1 Remains propped on extended arms with head lifted
		Gross Motor	A. Body Control and Weight Transfer	2.2 Remains propped on nonextended forearms with head lifted
		Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
		Gross Motor	A. Body Control and Weight Transfer	3.1 Rolls from stomach to back
		Gross Motor	A. Body Control and Weight Transfer	3.2 Rolls from back or stomach to side
		Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	1.1 Rocks while in creeping position
		Gross Motor	B. Movement and Coordination	1.2 Assumes creeping position
		Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
		Gross Motor	B. Movement and Coordination	1.4 Pivots on stomach
		Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
		Gross Motor	B. Movement and Coordination	3.2 Walks with one-hand support
		Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
		Gross Motor	B. Movement and Coordination	3.4 Cruises
12-24 months	E. Demonstrates increasing control in large motor skills: a. Walks independently b. Stoops and recovers c. Rolls a ball d. Climbs on low furniture or play equipment e. Crawls up stairs or walks up stairs with adult support	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
		Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
		Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs

24-36 months	F. Demonstrates more advanced control in large motor skills: a. Runs b. Throws a ball c. Jumps with two feet off the ground	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	G. Demonstrates increasing balance in activities: a. Walks up stairs placing two feet on each step b. Marches c. Moves a riding toy by using feet	Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
3-4 years	H. Demonstrates control and balance in large motor skills using both sides of the body together - crossing midline: a. Walks with a steady gait b. Runs without falling c. Jumps forward d. Gallops e. Pedals a tricycle f. Walks up stairs by alternating feet	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	7. Skips
		Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	I. Demonstrates the ability to coordinate movements with balls: a. Throws overhand b. Kicks a ball c. Catches a large ball d. Bounces a ball	Gross Motor	C. Active Play	1.1 Bounces ball with one hand
		Gross Motor	C. Active Play	1.3 Catches ball
		Gross Motor	C. Active Play	1.4 Kicks ball
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	J. Experiments with creative movement skills	Gross Motor	C. Active Play	All
4-5 years	K. Demonstrates increasing control, coordination and balance in large motor skills using both sides of the body together - crossing midline: a. Walks a straight line b. Hops on one foot c. Steers a tricycle around objects d. Jumps over objects e. Skips	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7. Skips
		Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
		Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	L. Uses creative movement in a variety of settings	Gross Motor	C. Active Play	All

Standard 3: Develops small motor skills

Birth-12 months	A. Begins to develop hand-eye coordination to perform simple self-help and small motor tasks: a. Reaches for and grasps objects b. Transfers objects from one hand to the other c. Uses whole hand to pick up objects d. Places objects on a surface e. Uses one finger to point, touch or activate a toy f. Picks up objects with fingertips rather than the palm g. Bangs two objects together h. Puts an object into a container i. Picks up small objects using first finger and thumb - pincer grasp	Fine Motor	A. Reach, Grasp, and Release	All
		Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
12-24 months	B. Uses hand-eye coordination to perform simple self-help and small motor tasks: a. Turns pages in a board book b. Stacks 2-4 blocks c. Purposefully fits one object into another- nesting d. Participates in dressing self e. Removes loose clothing f. Grasps writing utensils with whole hand and makes marks on paper	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
		Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
		Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Fine Motor	C. Mechanics of Writing	1.4 Scribbles
24-36 months	C. Begins to coordinate small muscle movements to perform more complex self-help and small motor tasks: a. Uses hand to rotate objects b. Participates in activities that involve using both hands c. Strings large beads d. Manipulates puzzle pieces e. Demonstrates increasing independence with dressing and undressing	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
		Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
		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
3-4 years	D. Begins to demonstrate small muscle control with complex self-help and small motor tasks using both sides of the body together - crossing midline: a. Snips with scissors b. Draws lines and circles c. Grasps writing utensil with thumb and fingers d. Pulls zipper up or down when started by adult e. Fastens and unfastens snaps and buttons with adult support f. Puts on coat, jacket or shirt independently	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
		Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
		Adaptive	C. Dressing and Undressing	1.1 Unfastens clothing
		Adaptive	C. Dressing and Undressing	1.2 Takes off pullover clothing over head
		Adaptive	C. Dressing and Undressing	2.1 Fastens clothing
		Adaptive	C. Dressing and Undressing	2.3 Puts on pullover clothing
4-5 years	E. Demonstrates small muscle control with complex self-help and small motor tasks using both sides of the body together - crossing midline: a. Strings small beads b. Cuts shapes c. Draws figures with three or more body parts d. Attempts to zip zippers independently e. Fastens and unfastens some buttons f. Dresses or undresses self with minimal assistance	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
		Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
		Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self

Area 3: Approaches to Learning

Standard 1: Demonstrates curiosity and initiative

Birth-12 months	A. Shows interest in body and environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	B. Utilizes senses to choose, explore and manipulate objects or toys in a variety of ways	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	C. Notices and imitates gestures	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	D. Repeats actions to see effects	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	E. Shows interest in peers, adults, objects and events	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	F. Begins to demonstrate preferences for objects and materials	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
12-24 months	G. Demonstrate learning by repeating familiar and new experiences	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	H. Actively engages with or near adults, peers and materials	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	I. Seeks information by using gestures, shared attention and early language to express interest	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
24-36 months	J. Intentionally chooses a variety of materials and experiences, seeking out new challenges	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	K. Enjoys accomplishing simple goals	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	L. Seeks information by combining gestures, shared attention and early language to express curiosity and interest	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
3-4 years	M. Participates in activities with increasing independence	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	N. Demonstrates learning by practicing familiar skills in new ways to explore ideas and increase independence	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	O. Demonstrates curiosity by noticing differences, expressing uncertainty and seeking information from others	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	P. Asks questions about a variety of topics	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
4-5 years	Q. Uses personal interests to engage in and extend learning experiences	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	R. Participates in experiences with flexibility, imagination and independence	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	S. Uses background knowledge and curiosity to ask questions informing new learning	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

Standard 2: Participates through engagement and persistence

Birth-12 months	A. Participates in shared interactions with familiar adults: a. Attends to faces, voices and movement b. Calms with familiar adults c. Briefly focuses on sights, sounds or touch	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	B. Engages in experiences by attending, exploring and responding to people and materials	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	C. Observes behavior of others	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
12-24 months	D. Participates in familiar routines	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	E. Uses gestures or sounds to stay involved	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	F. Imitates behaviors of others	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	G. Engages in self-initiated, unstructured play with increased concentration (solo play)	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	H. Moves toward preferred activities	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
24-36 months	I. Repeats experiences with objects, adults and peers to build knowledge and understanding	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	J. Sustains attention with people, objects or experiences: a. Increases concentration and persistence in activities for longer periods b. Seeks adult help to remain engaged c. Returns to an activity after interruption d. Begins directing own play	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	K. Plays alongside or near others (parallel play)	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
3-4 years	L. Participates in learning experiences with focus despite distractions	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	M. Follows group expectations and directions with guidance	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	N. Initiates play experiences based on interests or goals	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	O. Engages in shared play with peers (associative play)	Social-Emotional	D. Independent and Group Participation	3.3 Shares or exchanges objects
	P. Adjusts behavior to stay engaged socially	Social-Emotional	D. Independent and Group Participation	3.2 Joins others in cooperative activity
		Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

4-5 years	Q. Actively participates in learning experiences with sustained focus, independence and purpose	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
		Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
		Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
		Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
		Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
		Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Social-Emotional	C. Interactions with Peers	All
	R. Participates independently and collaboratively	Social-Emotional	D. Independent and Group Participation	All
	S. Re-engages in activities after minor distractions or a delay in time	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	T. Plans and organizes play (cooperative play): a. Negotiates roles and ideas with peers b. Collaborates towards shared goals c. Seeks and provides peer support to resolve conflicts	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

Standard 3: Demonstrates cognitive flexibility and problem-solving skills

Birth-12 months	A. Expresses needs through cries, facial expressions or body movements	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	B. Looks to familiar adult for support when experiencing difficulty	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	C. Explores through repeated actions: a. Repeats the same action to see what happens b. Stops and watches when an action causes a new result c. Increase intentional actions with objects or people d. Understands people, things and objects continue to exist even when they are out of sight (object permanence)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
12-24 months	D. Uses gestures or sounds to request assistance	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	E. Uses trial and error to explore solutions and achieve goals: a. Repeats actions to achieve a desired outcome b. Changes actions slightly when something doesn't work c. Tries again after brief frustration d. Looks to adults for help after attempts	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
			D. Reasoning	2.1 Tries different simple actions to achieve goal
			D. Reasoning	2.2 Uses simple actions on objects
	Social-Communication	A. Early Social Communication	4.1 Makes requests of others	
24-36 months	F. Attempts different strategies to solve problems using trial and error: a. Attempts several strategies to solve a problem b. Uses familiar strategies first c. Persists briefly before seeking help	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
		Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	G. Recognizes difficulties: a. Adjusts actions as needed b. Seek assistance using gestures or words	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	H. Begins imaginative play, using objects in imaginative ways	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
3-4 years	I. Shows interest in finding possible solutions to questions, tasks or problems	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	J. Demonstrates emerging flexibility by trying different approaches to solve problems: a. Tries alternative solutions when encouraged b. Adjusts approach after feedback c. Experiments with materials in new ways	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	K. Persists when faced with challenges	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	L. Attempts to solve problems and accepts help when offered	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

4-5 years	M. Uses trial and error strategically to test solutions and solve problems: a. Selects strategies intentionally b. Uses previous experiences to guide attempts c. Tries multiple solutions, independently d. Reflects on what worked and why e. Seeks help after sustained effort	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	N. Recognizes and solves problems through active exploration, interactions and discussions: a. Shares ideas b. Seeks and accepts help when encountering a problem	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Area 4: Social Development and Social Studies

Standard 1: Demonstrates connections to family and community

Birth-12 months	A. Shows awareness of familiar routines through responsive behaviors	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	B. Expresses contentment being in a familiar setting or group	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	C. Uses familiar adults to establish safety during exploration	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
12-24 months	D. Explores and plays freely within familiar settings	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	E. Participates in familiar routines	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
24-36 months	F. Shows responsibility as a member of a family or community: a. Helps with preparation routines b. Participates in clean up routines	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	G. Recognizes their family as an important group to which they belong: a. Communicates information about family routines b. Identifies own family in pictures	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
3-4 years	H. Follows familiar routines and group expectations with support	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	I. Explains how communities are composed of groups of people who live, play or work together	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	J. Identifies communities to which they belong: a. Families other than their own b. Community connections	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	K. Recognizes the roles of community helpers	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	L. Understands how people work together to help others	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	M. Begins to notice and respect similarities and differences in family traditions, languages and backgrounds within their community	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

4-5 years	N. Begins to express own thoughts and opinions with confidence while listening to and respecting the thoughts and opinions of others: a. Demonstrates preferences and choices b. Displays empathy and understanding that others have input and opinions c. Begins to identify ways of making choices with others d. Demonstrates understanding of an outcome of a discussion	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	O. Demonstrates an initial awareness of the concepts of fairness and responsibility toward family and community	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	P. Recognize the reasons for rules in the home and early childhood environment and for laws in the community	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
		Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

Standard 2: Demonstrates awareness of how people relate to the environment in which they live

Birth-12 months	A. Shows interest and curiosity within familiar and unfamiliar settings	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	B. Explores and plays with familiar and new objects using all five senses	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	C. Learns about the environment through meaningful exploration: a. Manipulates their surroundings b. Touches different objects in the environment c. Observes movement	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	D. Moves toward a favorite object	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
12-24 months	E. Chooses and participates in familiar and unfamiliar experiences with adult support	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	F. Learns about the environment through meaningful exploration: a. Points out objects in the environment b. Interacts with living things c. Plays alongside other children in nature-rich settings	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	G. Seeks an object when instructed where to find it	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
24-36 months	H. Chooses, initiates and participates in familiar and new experiences by exploring	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	I. Learns about the environment through meaningful exploration: a. Pretends with props or other environmental objects b. Interacts with peers in a nature-rich setting	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	J. Begins to identify and use location vocabulary to describe places and physical features in the environment	Cognitive	E. Scientific Discovery	2.3 Makes observations
3-4 years	K. Interacts with the world in less familiar settings	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	L. Recognizes people share the environment with other people, animals and plants	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	M. Demonstrates how people care for the environment through activities and experiences	Cognitive	E. Scientific Discovery	2.3 Makes observations
	N. Explains where something is using specific words	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
4-5 years	O. Identifies features of the environment and people	Cognitive	E. Scientific Discovery	2.3 Makes observations
	P. Recognizes a variety of jobs and how they impact the environment	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Q. Describes where something is using detailed vocabulary	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Standard 3: Demonstrates an awareness of past events and how those events relate to one's self, family and community

Birth-12 months	A. Begins a rudimentary understanding of time sequences: a. Before b. After	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	B. Demonstrates awareness and anticipation of familiar care and play routines	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	C. Develops own routine	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
12-24 months	D. Recognizes familiar routines	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	E. Acknowledges changes in the environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	F. Focuses on understanding self and others in relation to family and community	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	G. Begins to anticipate daily routines helping to build a foundational understanding of sequence and time	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
24-36 months	H. Begins using temporal words like "yesterday" and "tomorrow" though they often use them incorrectly to represent any past or future event	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	I. Develops an awareness of time and routine concepts within their daily life	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	J. Begins to recognize daily events follow a pattern	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
3-4 years	K. Differentiates between past, present and future	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	L. Represents events and experiences that occurred in the past through words, play, and art	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	M. Begins to anticipate routines and time concepts within their daily life	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	N. Uses language to describe time of day	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
4-5 years	O. Constructs meaning of the world through past events	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	P. Explains how past events relate to oneself, family and community	Cognitive	B. Imitation and Memory	3. Relates past events
	Q. Sequences familiar events by describing events and answering simple questions about time	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Area 5: Creative Arts

Standard 1: Participates in a variety of art-related experiences

Birth-12 months	A. Gazes at a visual or mirror image	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	B. Manipulates and explores play materials within the environment	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	C. Engages with textures, colors and the multisensory nature of art materials	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
12-24 months	D. Expresses interest in art-related experiences and media	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	E. Engages in experiences that encourage creative expression	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	F. Experiments with a variety of art materials	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	G. Scribbles, focuses on the joy of motion rather than representation of shapes or symbols	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
24-36 months	H. Explores and uses a range of drawing and art materials to create original works	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	I. Describes their own artwork	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	J. Imitates drawing circular motions and simple lines; begins to 'name' scribbles after they are finished	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
		Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
3-4 years	K. Demonstrates care and persistence in art projects	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	L. Connects artwork to personal experiences or surroundings	Literacy	E. Writing	1.1 Dictates description of drawing
	M. Connects drawn shapes to their physical world: a. Names scribbles b. Creates simple, symbolic representations of people or objects	Literacy	E. Writing	1.2 Verbally labels representational drawings
	N. Chooses colors based on preference and not reality	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	O. Begins to revise and/or expand on ideas by revisiting art projects	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

4-5 years	P. Creates two- and three-dimensional works of art while experimenting with color, line, shape, form, texture and space	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Q. Expresses ideas about own artwork and the artwork of others: a. Relates artwork to what is happening in the environment b. Relates artwork to what is happening in life experiences	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	R. Creates drawings: a. Shows clear sense of space b. Arranges objects in a logical, orderly fashion c. Draws figures with three or more body parts	Literacy	E. Writing	2.1 Makes representational drawings
	S. Uses imagination with materials to create stories or works of art	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	T. Plans and works cooperatively to create art projects	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Standard 2: Participates in a variety of rhythm, music and movement experiences

Birth-12 months	A. Responds to songs, tones, rhythms, voices and music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	B. Interacts with others through touch, motion and sensory exploration	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	C. Imitates motion	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	D. Moves and adjusts to faster/slower music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	E. Explores a variety of age-appropriate instruments and sound-making objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
12-24 months	F. Moves body to music	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	G. Participates in simple back-and-forth interactions with another child or adult: a. Through touch, motion and sensory exploration b. Imitation c. Vocal imitation and filling in words (extension)	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	H. Experiments with a variety of age-appropriate instruments and sound-making objects: a. Volume b. Tone c. Characteristics	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
24-36 months	I. Chooses and participates in music and movement experiences with others	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	J. Sings simple songs	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	K. Participates in finger plays	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	L. Recognizes rhythms and patterns throughout their day	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
3-4 years	M. Participates in a variety of musical and rhythmic experiences	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	N. Participates in a variety of imaginative and/or creative musical experiences	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	O. Recognizes patterns: a. Fills in words in songs and/or rhymes b. Joins in on a rhythm c. Repeats a simple rhythm	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	P. Demonstrates an awareness of music and sound as part of daily life	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
4-5 years	Q. Identifies differences in sounds: a. Long and short sounds (rhythm) b. High and low sounds (pitch) c. Fast and slow sounds (tempo) d. Differences between instruments or sounds (timbre)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	R. Describes feelings and reactions in response to diverse musical genres and styles	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	S. Creates own songs and movements	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	T. Vocalizes and uses instruments in more complex music/songs	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

Standard 3: Engages in a variety of dramatic play experiences

Birth-12 months	A. Imitates sounds, facial expressions, gestures or behaviors of another person	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
				2.2 Imitates familiar vocalizations
	B. Imitates actions and sounds of animals, people and objects	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
				2.2 Imitates familiar vocalizations
	C. Engages with toys that represent real objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	D. Participates in movement games and activities	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	E. Shows curiosity in books and stories	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
12-24 months	F. Uses vocal intonation in play	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		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
	G. Engages in simple whole-group dramatics	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	H. Responds to favorite stories	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	I. Engages in dramatic play in both indoor and outdoor environments: a. Imitates simple actions b. Engages in one-step pretend action c. Uses an object to represent a different item	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
24-36 months	J. Shows creativity and imagination when using materials: a. Links actions into short play routines b. Role-plays familiar routines from their daily life c. Pretends with less realistic props	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	K. Uses words and/or actions to portray a role, situation, or setting	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	L. Engages in role-play independently or next to other children	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	M. Acts out simple games or stories with adult support	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
3-4 years	N. Interacts with peers in dramatic play experiences: a. Assumes specific, familiar roles b. Organizes scenarios with a simple theme	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	O. Uses creativity, words, actions, and materials to portray a role, situation, or setting	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	P. Increases independence in acting out simple games or stories	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play

4-5 years	Q. Interacts with peers in dramatic play experiences that become more extended and complex: a. Uses increased imagination and fantasy themes b. Uses invisible or imaginary props c. Negotiates roles and creates extended narratives	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	R. Follows simple instructions to recreate a familiar storyline	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	S. Imagines and clearly describes characters, relationships and settings in dramatic play situations with other children	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Area 6: Communication, Language, and Emergent Literacy

Standard 1: Understands, processes and comprehends language (receptive vocabulary)

Birth-12 months	A. Calms to voice of familiar adult	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	B. Follows sounds with eyes	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	C. Alerts to unexpected sound and changes in tone	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	D. Smiles responsively	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	E. Turns to locate sounds	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	F. Responds to caregiver by turning, looking, reaching or vocalizing	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	G. Recognizes their own name	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	H. Responds to 'no'	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	I. Connects verbal communication to object	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	J. Understands simple, familiar words and gestures	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
12-24 months	K. Begins to demonstrate receptive language skills: a. Understands approximately 50+ words b. Points to familiar objects or body parts when asked c. Follows simple directions	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	L. Understands early prepositions like "in" or "on"	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	M. Pauses briefly or stops when told "no"	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
24-36 months	N. Uses receptive language skills: a. Understands approximately 300+ words b. Follows 1-2 step directions c. Understands simple opposite concepts d. Understands simple who, what and where questions	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
		Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
		Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
		Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	O. Connects spoken words to pictures and objects distinguishing between words that sound similar	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events

3-4 years	P. Demonstrates a rapid increase in receptive language skills: a. Understands approximately 1,000-3,000 words b. Follows 2-3 step directions	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
		Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	R. Demonstrates understanding of vocabulary related to: a. Descriptive words b. Spatial concepts c. Quantity words	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
4-5 years	S. Demonstrates more complex receptive language skills: a. Understands approximately 4,200 words and expands to at least 10,000 by age of 5 b. Follows 3-4 step directions c. Understands most of what is said at home and school	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	T. Understands comparatives (-er) and superlatives (-est)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	U. Follows directions to play a game	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules

Standard 2: Participates in communication exchanges with others (expressive vocabulary)

Birth-12 months	A. Reflexive vocalization: a. Reflexive cries b. Whimpers c. Burping/coughing	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	B. Cries with discomfort	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	C. Laughs aloud	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	D. Uses vocalizations and gestures to gain attention from others: a. Cooing b. Vowel sounds c. Babbling d. Repetitive syllable strings e. Consonant-vowel combinations	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	E. Experiment with loudness, pitch, and noises	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	F. Responds to simple, familiar words, gestures, and phrases	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	G. Says one or two words	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	H. Engages in turn-taking during social and vocal play with adults and other children	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
12-24 months	I. Establishes joint attention by looking at an object, at their caregiver and back at the object	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
		Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
		Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	J. Varies syllable sequences and jargon leading to first words	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
	K. Points and gestures to communicate needs and emotions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	L. Responds to and initiates communication with another person	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	M. Strings two words together and can form simple phrases	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	N. Answers simple questions with simple words or wordlike formations	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs

24-36 months	O. Puts words together to form simple sentences	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	P. Participates in conversations: a. Speech is understood by strangers 50% of the time b. Has an expressive vocabulary of approximately 1,000 words c. Communicates with at least two back and forth exchanges	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Q. Communicates wants and needs	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	R. Uses 'me, I, we' correctly	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	S. Uses action words in spoken language	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	T. Explains the purpose of objects or needs	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
3-4 years	U. Engages in conversations using phrases and sentences of increasing length and complexity: a. Speech is understood by strangers 75% of the time b. Has an expressive vocabulary of approximately 1,500 words c. Communicates using 3-4 word sentences d. Uses 2-3 back and forth exchanges	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	V. Uses words 'a' or 'the'	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	W. Understands and uses simple location and preposition words	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	X. Increasingly uses past tense, word endings and possessives	Social-Communication	C. Communicative Expression	3. Uses helping verbs
		Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
	Y. Tells a story from a book or TV show	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
4-5 years	Z. Demonstrates knowledge of the rules of conversations: a. Speech is understood by strangers 90-100% of the time b. Has an expressive vocabulary of more than 2,000 words c. Takes turns while speaking and listening d. Engages with at least three back and forth exchanges e. Produces longer and more complex sentences which are grammatically correct	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	AA. Can tell a story that stays on topic	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	BB. Participates in group discussions 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

Standard 3: Engages in emergent reading experiences

Birth-12 months	A. Attends to songs, tones, rhythms, voices, and music	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	B. Explores or shows interest in books: a. Picks up b. Mouths c. Carries d. Flips pages	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	C. Looks at pictures of familiar people, animals or objects while an adult points at and/ or names the person, animal, or object	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	D. Looks at the book or the reader when stories are read	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
12-24 months	E. Recognizes favorite book(s)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	F. Gazes at or points to pictures and turns pages in books	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	G. Uses sounds, signs, or words to identify actions or objects in a book	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	H. Points at, gestures, says name of, or talks about animals, people, or objects in photos, pictures, or drawings	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	I. Begins to point at pictures in a book, making sounds or saying words and interacting with an adult reading a book	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
24-36 months	J. Asks for or brings favorite books to adults to read	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	K. Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	L. Points to, labels and/or talks about objects, events or people within books	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	M. Answers simple questions related to pictures of books	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	N. Talks about books, acts out events from stories and uses some vocabulary encountered during book reading	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text

3-4 years	O. Expresses an interest in books and attempts to read familiar books	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	P. Displays book handling knowledge by turning the book right side up and turning one page at a time	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Q. Shows beginning comprehension of a story: a. Talks about or acts out a few key events with support b. Answers basic questions about likes, dislikes, main characters, or events c. Makes predictions about what might happen next with modeling and support	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
				2.2 Answers and asks questions related to story
4-5 years	R. With support, may be able to tell two key events from a story or may act out a story with pictures or props	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	S. Shows increasing comprehension of a story	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	T. Retells familiar stories with key events using some simple sequencing terms: a. First b. Then c. Next	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	U. With support, provides basic answers to specific questions about details of a story: a. Who b. What c. When d. Where	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	V. With support, answers inferential questions about stories and makes predictions or how/why something is happening in a particular moment	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story

Standard 4: Develops phonological sensitivity and awareness

Birth-12 months	A. Coos and vocalizes vowel sounds	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	B. Mimics speech patterns, babbles, and coos when hearing caregivers sing or speak	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	C. Begins to differentiate between speech and non-speech sounds	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
12-24 months	D. Babbles long strings of sounds	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	E. Responds to or engages in songs, rhyming games, or finger plays with a familiar adult	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	F. Mimics animal sounds and environmental noises	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	G. Starts to recognize that a flow of speech is made of individual words	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
24-36 months	H. Enjoys and repeats songs, rhymes, or finger plays	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	I. Listens with intent and identifies sounds in their surroundings	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	J. Fills in repetitive words in books after repeated readings	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
3-4 years	K. Plays with rhyme and alliteration	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
		Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
		Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	L. Detects when words rhyme and start with same initial sound	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
		Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	M. Imitates and/or mimics rhymes and beginning sounds	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	N. Produces nonsense words and/or rhymes	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	O. Begins to clap out syllables in simple words	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words

4-5 years	P. Says most sounds correctly when speaking except for a few (l, s, r, v, z, ch, sh, th)	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Q. Produces the sound of some known letters	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	R. Blends and/or segments word parts or syllables to identify a word, object, or picture	Literacy	B. Phonological Awareness	2. Segments compound words into component words
		Literacy	B. Phonological Awareness	2.1 Blends two simple words into compound words
		Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
		Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
		Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
		Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
	S. Identifies the beginning sounds in words	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	T. Identifies words that begin with the same sound	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	U. Identifies words that rhyme from a group of 3-4 words	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words

Standard 5: Develops print knowledge and emergent writing skills

Birth-12 months	A. Grasps and/or manipulates a variety of objects in the environment	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
		Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
		Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
		Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
		Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	B. Observes adult writing behaviors	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
12-24 months	C. Randomly scribbles	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	D. Imitates other's writing or drawing by making their own marks on paper	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
24-36 months	E. Develops increasingly controlled scribbles using a variety of writing tools: a. Lines b. Curves c. Repeated patterns	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
		Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
		Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	F. Imitates and attempts to write	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	G. Begins to understand writing and drawing can be a way of communicating	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
3-4 years	H. Uses scribbles, shapes, pictures, letter-like forms and/or letters in writing	Literacy	E. Writing	3.4 Writes using "scribble writing"
	I. Understands writing serves a purpose and can describe the intended meaning of their own drawings and writing	Literacy	E. Writing	1.2 Verbally labels representational drawings
	J. Recognizes environmental print with adult support: a. Letters are a symbol b. Letters can be named c. Letters make up words and words make up sentences	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
		Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
		Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	K. Points to and names some letters, especially those in own name	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name

4-5 years	L. Starts to write in left to right and top to bottom direction	Literacy	E. Writing	3.4 Writes using “scribble writing”
	M. Writes in letter strings, especially using the letters in their own name	Literacy	E. Writing	3.4 Writes using “scribble writing”
	N. Uses invented spelling with: a. Beginning sound(s) b. Ending sound(s) c. Logical sound substitution(s)	Literacy	E. Writing	3.1 Writes using developmental spelling
	O. Uses a combination of drawing, dictating or emergent writing to convey meaning through writing	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	P. Shows an awareness of print: a. Locates print on the page b. Understands sentences are made of words and words are made of individual letters c. Follows print from left to right	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
		Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
		Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
		Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
		Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
		Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
		Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
		Literacy	B. Phonological Awareness	4.2 Identifies middle sounds in CVC words
		Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words
		Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
		Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	Q. Recognizes at least half upper and half lower case letters including letters in own name and letters seen frequently in the environment	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
		Literacy	C. Alphabet Knowledge	1.1 Matches frequently occurring lowercase letters with uppercase counterparts
		Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
		Literacy	C. Alphabet Knowledge	1.3 Recognizes five frequently occurring letters not in first name
		Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
		Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name

Area 7: Mathematics

Standard 1: Develops an understanding of spatial relationships and shapes

Birth-12 months	A. Begins to reach for objects developing foundational, close-up spatial awareness	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	B. Explores properties of objects by reaching for and grasping a toy or by mouthing the object	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	C. Takes objects apart	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	D. Fills and empties containers	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	E. Rolls, crawls and cruises to navigate around obstacles and reach desired items	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
12-24 months	F. Takes objects apart and attempts to put them together: a. Moves and stacks shapes vertically and horizontally b. Experiments with how objects move	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	3.2 Aligns objects
	G. Matches and sorts identical and similar objects	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	H. Follows simple spatial directions related to position: a. Up and down b. In and out c. On and off	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	I. Independently moves body in relation to objects in their environment	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
24-36 months	J. Experiments with putting shapes together and taking them apart during play	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	K. Identifies at least two shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	L. Notices characteristics, similarities, and differences among shapes	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	M. Uses and follows simple spatial directions related to proximity: a. On top b. Under c. Behind	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	N. Begins to sort objects by shape	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	O. Demonstrates an internal mental map of space: a. Moves body predicting how things fit and move b. Understands relative positions	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

3-4 years	P. Takes shapes apart into smaller shapes during play or when using puzzles	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Q. Matches a wider variety of shapes with the same size and orientation	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	R. Identifies and describes most simple shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	S. Begins to create shapes with various parts	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	T. Begins to recognize and name common 3D shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	U. Demonstrates understanding of complex spatial language related to location, direction, and distance	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
4-5 years	V. Separates shapes into parts and recombines them to make new shapes or designs	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	W. Identifies and describes shapes and their attributes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	X. Uses basic shapes to build, make, or represent objects	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Y. Builds structures using 3D shapes and shows how pieces fit together to make new shapes	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Z. Uses spatial language to describe where things are and how they fit together	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	AA. Uses complex spatial language related to location, direction, and distance	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Standard 2: Develops an understanding of number sense (counting, numbers, and quantity)

Birth-12 months	A. Expresses a desire for more	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	B. Notices characteristics of objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	C. Shows awareness of combining and taking away objects	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
12-24 months	D. Makes simple comparisons between two objects (attributes)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	E. Develops an understanding of quantity by making collections	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
	F. Combines and takes away objects	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	G. Imitates counting and naming number words without regard to sequence	Math	A. Counting	1.2 Recites numbers 1–3
24-36 months	H. Matches objects to other objects in games or sorting activities	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	I. Groups objects into sets based on a single, shared, and visible property	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	J. Uses language such as more, less, or same to compare quantities	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	K. Uses simple counting in play and interactions, although numbers may occur out of order	Math	A. Counting	2.2 Recites numbers 1–10
	L. Recognizes small quantities (1-3) without counting them (subitizing)	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	M. Begins to recognize small numbers (1-3) in their environment	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	N. Develops an understanding of changes in quantity	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
		Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
		Math	B. Quantitative Relations	1.3 Uses quantity comparison words

3-4 years	O. Recognize and organize sets based on multiple attributes	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	P. Increases ability to quickly recognize collections up to three (subitizing)	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Q. Counts up to 10 verbally (stable order principle)	Math	A. Counting	2.2 Recites numbers 1–10
	R. Points and counts up to 10 objects accurately (one to one correspondence)	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	S. Understands the last number counted represents the total quantity (cardinality)	Math	A. Counting	2. Counts out 10 items
	T. Begins to recognize small numbers (1-3) in their environment.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	U. Identifies and names numerals 1-5 independently	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	V. Combines and separates small groups to show understanding of concepts of addition and subtraction	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
4-5 years	W. Makes sets up to five objects and answers the “how many” question with the last number counted	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	X. Instantly recognizes collections up to five	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Y. Counts verbally to at least 10, progressing toward 20	Math	A. Counting	3.2 Recites numbers 1–20
	Z. Points and counts 10 - 20 objects accurately	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	AA. Uses objects, fingers, or drawings to count a group and shows the total with the last number counted	Math	A. Counting	3. Counts out 20 items
	BB. Identifies numerals to 10 by name	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10
	CC. Explains changes in quantity	Math	B. Quantitative Relations	1.3 Uses quantity comparison words

Standard 3: Develops the ability to recognize and understand patterns

Birth-12 months	A. Demonstrates awareness and anticipation of the order within familiar routines, songs, or play activities	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
12-24 months	B. Engages in familiar routines, songs, or play activities	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	C. Recognizes sequence of objects in a variety of ways	Cognitive	C. Conceptual Knowledge	Child identifies (e.g., names, points, selects) concepts of time, position, and texture.
	D. Takes part in or repeat simple patterns with objects, movements, or sounds	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
24-36 months	E. Notices order in routines and play, showing understanding of how things go together or happen in a certain sequence	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	F. Creates and repeats simple patterns with objects, movements, or sounds	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3-4 years	G. Recognizes when patterns change or end	Cognitive	C. Conceptual Knowledge	Child identifies (e.g., names, points, selects) concepts of time, position, and texture.
	H. Communicates what comes next in familiar songs, stories, or routines	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	I. Repeats patterns and sequences: a. Identifies b. Describes c. Predicts	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
4-5 years	J. Repeats more complex patterns and sequences: a. Identifies b. Copies c. Extends d. Creates	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	K. Notices and describes patterns seen in natural and designed settings	Cognitive	E. Scientific Discovery	2.3 Makes observations

Standard 4: Develops an understanding of measurement

Birth-12 months	A. Explores objects and notices differences in size, weight, or fullness through touch and play	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
12-24 months	B. Compares two objects by size, weight, or amount/volume during play or routines	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	C. Makes observations about measurable attributes, noticing sameness and difference	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
24-36 months	D. Lines up or stacks objects to compare lengths, weights or amounts and uses words to describe differences	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	E. Uses vocabulary related to size and quantity to describe measurable attributes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
3-4 years	F. Measures objects using blocks, hands, or other tools and explains which is longer, heavier or holds more	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	G. Demonstrates an understanding of measurable attributes related to length, volume, and area	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
4-5 years	H. Uses objects or tools to measure and compare size, weight, or capacity, describing results in words or numbers	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	I. Describes attributes of measurement using comparative language	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Standard 5: Develops an understanding of foundational skills for data analysis

Birth-12 months	A. Expresses a desire for more	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	B. Notices characteristics of objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	C. Shows awareness of combining and taking away objects	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
12-24 months	D. Makes simple comparisons between two objects (attributes)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
24-36 months	E. Begins to identify and communicate observations of simple data sets	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
3-4 years	F. Participates in simple data collection with adult support	Cognitive	E. Scientific Discovery	2.3 Makes observations
	G. Uses basic data representation with adult support	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	H. Interprets simple data with adult support	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
4-5 years	I. Collects simple data independently	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	J. Organizes data using charts, graphs, or tables with adult support	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K. Interprets data to answer questions with adult support	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

Area 8: Science

Standard 1: Gathers information from discoveries and conducts investigations

Birth-12 months	A. Notices objects and events in their environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	B. Explores toys or other safe objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	C. Reacts to changes in the environment	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	D. Shows sensory likes and dislikes	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
12-24 months	E. Investigates objects to build understanding of the environment through repetitive play	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	F. Uses five senses to identify and interact with new and familiar objects	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
24-36 months	G. Asks simple questions about observations of their environment using language, behavior, and interactions	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	H. Begins to explore scientific tools	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	I. Uses sensory experiences to learn about and respond to surroundings	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
3-4 years	J. Asks questions about their environment: a. Begins to identify and look for information that will help answer questions and solve problems b. Uses scientific tools and technology purposefully to conduct investigations	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	K. Uses the five senses as tools to make observations to describe the properties of objects and phenomena	Cognitive	E. Scientific Discovery	2.3 Makes observations
4-5 years	L. Plans and conducts simple investigations to answer questions or to design solutions to scientific or engineering problems	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	M. Uses observational tools to extend the five senses	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	N. Observes, investigates, and describes objects, materials and other physical science phenomena in the classroom and outdoor environments	Cognitive	E. Scientific Discovery	2.3 Makes observations
	O. Observes, asks questions and begins to recognize patterns and relationships in natural phenomena	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Standard 2: Uses reasoning to make sense of information from discoveries and investigations

Birth-12 months	A. Uses trusted relationships to gain understanding of the living and non-living world	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	B. Shows understanding people exist when they cannot be seen and objects exist even when out of sight	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	C. Notices and reacts to cause and effect	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
12-24 months	D. Manipulates unfamiliar items to see how they function	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	E. Explores cause and effect relationships by engaging in problem solving through trial and error	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	F. Intentionally repeats actions to produce a desired effect	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
24-36 months	G. Makes a choice to reach a desired outcome	Cognitive	D. Reasoning	1. Uses object to obtain another object
	H. Begins to make comparisons and categorize non-living things based on observable characteristics	Cognitive	E. Scientific Discovery	2.3 Makes observations
3-4 years	I. Compares and categorizes living and non-living things based on observable characteristics	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	J. Observes, predicts and asks questions to understand how things work	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
		Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
		Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Cognitive	E. Scientific Discovery	2.3 Makes observations
4-5 years	K. Uses observations from investigations to notice similarities and differences in living things and to make guesses about their needs	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	L. Describes and compares the properties and motions of objects in terms of speed and direction, based on exploration	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	M. Uses prior experiences and/or data from observations to identify patterns in how living and nonliving things stay the same or change over time and/or when conditions change	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	N. Analyzes what happened during an investigation to make meaning	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes

Standard 3: Shares information and understanding about discoveries and investigations

Birth-12 months	A. Vocalizes and gestures to communicate with others: a. Gains attention b. Shows preferences and dislikes	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
	B. Uses repetitive actions to demonstrate new learning experiences	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
12-24 months	C. Shares information and questions using gestures and/or facial expressions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	D. Responds to questions or statements to engage in learning and exploration	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
24-36 months	E. Communicates in a variety of ways to share information: a. Expresses wonder and curiosity b. Tells about a specific experience or activity c. Draws simple pictures to represent objects	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
		Cognitive	E. Scientific Discovery	2.3 Makes observations
3-4 years	F. Communicates in a variety of ways to share information: a. Tells about a specific experience, activity or observation b. Answers questions using experiences and observations c. Begins to ask questions to seek more information on a topic of interest d. Draws simple pictures to represent observations of objects e. Uses scientific vocabulary words with modeling and support from an adult	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
		Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
		Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Cognitive	E. Scientific Discovery	2.3 Makes observations
4-5 years	G. Generates explanations and communicates ideas and/or conclusions about investigations: a. Communicates with others about questions, actions, ideas, observations, or results using labels and adjectives b. Draws increasingly complex pictures to represent their observations of objects and/or of changes to objects or the environment c. Uses scientific content words when investigating and describing observable phenomena	Cognitive	E. Scientific Discovery	4. Transfers knowledge