

**Title 28**  
**Education**  
**Part CLIX: Bulletin 136,**  
***The Louisiana Standards for Early Childhood Care and Education Programs Serving***  
***Children Birth-Five Years***  
**Louisiana Early Learning and Development Standards for Children Birth to Five Years**

(Repeal and Reestablish)

**Chapter 1. General Provisions**

**§101. Introduction**

A. Louisiana’s Early Learning and Development Standards (ELDS) provide a set of common, developmentally appropriate expectations for what children typically know, understand, and are able to perform at different stages of early childhood. These standards are research-based, comprehensive, and are written with the understanding that children reach developmental milestones at different times. The ELDS provide age-appropriate goals for children’s learning and development that can guide teachers, caregivers, and other early childhood professionals on what types of experiences and activities children should have during their earliest years. ELDS are used to support developmentally appropriate curriculum and assessment and to outline a progression of development and learning that supports success in school and in life.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:

**§103. Definitions**

Alphabet Awareness--Knowledge of letters of the alphabet coupled with the understanding that the alphabet represents the sounds of spoken language and the correspondence of spoken sounds to written language.

Approaches to Learning--Behaviors and attitudes that indicate how children approach tasks and activities to learn and include characteristics such as initiative and curiosity; attention, engagement and persistence; and problem solving which help strengthen and facilitate learning across other school readiness domains.

Attention, Engagement, and Persistence--The capacity to pay attention and engage in learning activities for short periods of time so that children can complete short-term, concrete tasks and activities and then progresses so that children can concentrate for longer periods of time, persist in activities of interest, and set goals.

Emergent Writing--Young children’s first attempts at the writing process.

Expressive Communication--The ability to communicate our thoughts and feelings through words, gestures, signs, and/or symbols.

Fine Motor Development--Skill development involving the smaller muscles of the hand.

Gross Motor Development--Skill development involving the large muscles in the arms, legs and torso.

Initiative and Curiosity--Personal experiences and the openness and curiosity about new discoveries that begins with interest in the world around them and the initiative to gain new knowledge by taste, touch, smell, sight, sound, and physical actions, then develops into interaction with unfamiliar objects and materials, seeking new ways for using items in the environment, and learning new information in a variety of ways in order to add to the growing knowledge of the world.

Phonological Awareness--The awareness of and ability to work with sounds in spoken language.

Print Concepts--The understanding of the nature and uses of print.

Problem Solving–Noticing how actions affect objects and cause things to happen, to find solutions, and to apply similar strategies again in the future including the skills of explaining how problems are solved, observation, reasoning, and prediction.

Receptive Communication–The ability to understand words and language.

Social Emotional Development–the process through which children acquire the capacity to understand, experience, express, and manage emotions and to develop meaningful relationships with others.

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### **Chapter 3. Learning and Development**

#### **§301. Approaches to Learning**

##### A. Initiative and Curiosity

<b>Standard 1: Children engage in multiple and varied play-based experiences.</b>				
<b><u>Infants</u></b> (Birth – 11 months)	<b><u>Young Toddlers</u></b> (9 - 18 months)	<b><u>Older Toddlers</u></b> (16 - 36 months)	<b><u>Three Year Olds</u></b> (36 - 48 months)	<b><u>Four Year Olds</u></b> (48 – 60 months)
<u>Explore objects, materials, and/or people in their immediate environment using their senses.</u>  <u>Interact with materials by manipulating them in a variety of ways (e.g., grasp; mouth; bang).</u>	<u>Explore and interact with familiar objects and materials in the environment.</u>  <u>Use everyday objects and toys as intended in their play (e.g., build with blocks; stir with spoons).</u>	<u>Explore both familiar and unfamiliar materials, activities, and experiences.</u>  <u>Explore new ways to use familiar objects during play (e.g., hold a banana to the ear and talk into it like a phone).</u>	<u>Explore unfamiliar objects, materials, and experiences.</u>  <u>Combine materials in new and unique ways (e.g., put blocks together to create a road for cars).</u>	<u>Seek out and engage with unfamiliar objects, materials, and experiences.</u>
<u>Demonstrate interest in others (e.g., turn head toward familiar voice).</u>	<u>Demonstrate interest in their surroundings.</u>	<u>Seek information about familiar objects, people, and experiences.</u>	<u>Seek information about unfamiliar objects, people, and experiences.</u>	<u>Seek information and contribute to discussions about a variety of new topics, ideas, and activities.</u>
<u>Meet one’s own needs using simple behaviors (e.g., feed oneself finger foods).</u>	<u>Attempt to help with simple tasks and activities.</u>	<u>Demonstrate increasing interest and independence in completing simple tasks.</u>	<u>Complete a variety of simple tasks independently.</u>	<u>Complete multi-step tasks independently.</u>
<u>Select a particular material, toy, or place of interest to explore on their own.</u>	<u>Express choices and preferences.</u>	<u>Insist on preferences and express dislikes.</u>		

B. Attention, Engagement, and Persistence

<b>Standard 2: Children engage in activities and tasks with attention, focus, and persistence.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
<u>Establish eye contact with a familiar person.</u>  <u>Attend to new objects and familiar adults in the environment.</u>	<u>Focus attention on people, objects, and activities of interest.</u>	<u>Focus attention to complete a short, simple task with adult support.</u>	<u>Maintain focus on activities of interest despite distractions.</u>	<u>Maintain focus on adult-directed activities with adult support.</u>
<u>Intentionally take action to make things happen (e.g., shake rattle to make noise).</u>	<u>Repeat self-selected tasks over and over again.</u>	<u>Complete activities of choice from start to finish with adult support.</u>	<u>Continue working on self-selected activities despite setbacks (e.g., try again after the block tower falls down).</u>	<u>Persist with a challenging task despite interruptions and disruptions.</u>
	<u>Complete self-selected tasks and then spontaneously express pleasure at accomplishments (e.g., smile; clap).</u>	<u>Remain actively engaged in activities of interest and protest if interrupted.</u>	<u>Express goals and then work to achieve them with prompting and support (e.g., When asked, a child says "I want to make something" and then goes to the art center and draws a picture).</u>	<u>Express simple goals that extend over time, make plans, and follow through to complete them (e.g., Child says, "I want to play doctor after breakfast. Liam is going to play with me.", and then does so after eating).</u>

C. Problem Solving

<b>Standard 3: Children demonstrate flexibility and creativity by using a variety of strategies to solve problems.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
<u>Interact with objects in a variety of ways and notice the effects of their own actions.</u>	<u>Repeat behaviors to obtain desired results.</u>	<u>Experiment with the effects of simple actions on different objects (e.g., use a scoop to put sand into a bucket, then attempt to use a scoop to put water into a bowl).</u>	<u>Make predictions based on past experiences.</u>	<u>Make predictions and explain reasoning.</u>
<u>Attend to objects and/or activities in the environment.</u>	<u>Observe the ways in which others interact with objects and materials.</u>	<u>Observe and imitate actions of others when attempting to accomplish tasks or solve problems.</u>	<u>Recall and use previously successful strategies to complete tasks.</u>	<u>Apply prior knowledge and experiences to complete new tasks and solve new problems.</u>

<u>Solve simple problems and accomplish tasks using gestures, movement, and/or vocalizations (e.g., roll over to reach a toy; cry to express needs).</u>	<u>Try out one or two strategies to accomplish tasks and solve problems with adult support.</u>	<u>Try out a variety of strategies to accomplish tasks and/or solve problems, often by trial and error.</u>	<u>Purposefully use a variety of strategies, changing the approach as needed, to accomplish tasks or solve problems.</u>	<u>Communicate the steps used to solve problems and/or accomplish tasks.</u>
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### §303. Social and Emotional Development

#### A. Relationships with Adults

#### Standard 1: Children engage in and maintain positive relationships and interactions with adults.

<u>Infants</u> (Birth – 11 months)	<u>Young Toddlers</u> (9 - 18 months)	<u>Older Toddlers</u> (16 - 36 months)	<u>Three Year Olds</u> (36 - 48 months)	<u>Four Year Olds</u> (48 – 60 months)
<u>Notice and respond to familiar adults.</u>	<u>Mimic signs of recognition (e.g., smile; wave).</u>	<u>Initiate signs of recognition with familiar adults.</u>	<u>Demonstrate recognition of familiar adults using simple actions and/or words.</u>	<u>Demonstrate recognition of familiar adults using multiple and varied actions and/or words.</u>
<u>Respond differently to familiar versus new adults.</u>	<u>Seek to be near familiar adults and respond cautiously to new adults.</u>	<u>Check in with familiar adults for reassurance when trying new things.</u>	<u>Separate from trusted adults when in familiar settings.</u>	<u>Separate from trusted adults in new settings.</u>
<u>Move or cry to seek attention and comfort from familiar adults.</u>	<u>Request help from familiar adults to address wants and needs.</u>	<u>Request help from familiar adults when encountering difficult tasks or situations.</u>	<u>Request help from adults to meet needs and/or solve problems, then attempt to implement suggestions with adult support.</u>	<u>Work with adults to generate ideas for accomplishing tasks and/or solving problems, then implement suggestions independently.</u>
<u>Engage in simple back-and-forth interactions with familiar adults.</u>	<u>Initiate back-and-forth play with familiar adults.</u>	<u>Initiate play and interactions with familiar adults.</u>	<u>Interact with both trusted and unfamiliar adults.</u>	<u>Interact with adults new to their environment (e.g., substitute caregiver).</u>
<u>Repeat actions that elicit social responses from familiar adults (e.g., repeat cooing sound after adult responds).</u>	<u>Imitate gestures and sounds of familiar adults during interactions.</u>	<u>Imitate behaviors observed in familiar adults (e.g., pretend to cook; "read" a book).</u>	<u>Interact with adults to seek information and to socialize.</u>	<u>Interact with adults to share ideas and plan activities.</u>

#### B. Relationships with Children

#### Standard 2: Children engage in and maintain positive relationships and interactions with other children.

<u>Infants</u> (Birth – 11 months)	<u>Young Toddlers</u> (9 - 18 months)	<u>Older Toddlers</u> (16 - 36 months)	<u>Three Year Olds</u> (36 - 48 months)	<u>Four Year Olds</u> (48 – 60 months)
<u>Notice other infants and children.</u>  <u>Touch, smile, or babble to other infants and children.</u>	<u>Interact briefly with other children using gesturing.</u>	<u>Play alongside other children (parallel play) for short periods of time with adult support.</u>	<u>Interact or play cooperatively with other children.</u>	<u>Interact or play cooperatively with a small group of children for a sustained period of time.</u>

**Standard 2: Children engage in and maintain positive relationships and interactions with other children.**

		<u>Take turns when playing with other children with adult guidance and support.</u>	<u>Demonstrate prosocial behaviors (e.g., taking turns, sharing) when playing with other children with some prompting from adults.</u>	<u>Demonstrate prosocial behavior (e.g., taking turns, sharing) when playing with other children with few reminders.</u>
		<u>Interact more frequently with a familiar child.</u>	<u>Demonstrate preference to play with one or more specific children.</u>	<u>Demonstrate preference to routinely play with one or more specific children.</u>
			<u>Initiate an activity or join other children in an activity that is already in progress.</u>	<u>Initiate, join in, and sustain positive interactions with a small group of children.</u>
	<u>Demonstrate awareness of conflict (e.g., cry; turn away).</u>	<u>Seek assistance from adults to resolve conflicts with other children.</u>	<u>Suggest solutions to conflicts with adult guidance and support.</u>	<u>Suggest solutions to resolve conflicts with other children with limited adult support.</u>

**C. Self-Confidence**

**Standard 3: Children recognize themselves as unique individuals and express confidence in their own abilities.**

<u>Infants</u> (Birth – 11 months)	<u>Young Toddlers</u> (9 - 18 months)	<u>Older Toddlers</u> (16 - 36 months)	<u>Three Year Olds</u> (36 - 48 months)	<u>Four Year Olds</u> (48 – 60 months)
<u>Explore one’s own body parts (e.g., study hands; play with feet).</u>	<u>Point to one’s own body parts when named.</u>	<u>Identify body parts spontaneously.</u>		
<u>Respond to one’s own image in a mirror.</u>	<u>Recognize oneself in a mirror.</u>	<u>Identify oneself in photographs.</u>		
<u>React when name is called (e.g., smile; coo).</u>	<u>Respond when name is called.</u>	<u>Use different words (e.g., I, me, mine) when referring to oneself, including first name.</u>	<u>Use one’s own first and last name.</u>	
			<u>Describe oneself using personal characteristics.</u>	<u>Differentiate between self and others based on personal characteristics and/or interests.</u>
<u>Express preferences for objects, activities, and people.</u>	<u>Express preferences for objects, activities, and people using gestures, signs, or words.</u>	<u>Indicate preferences when asked (e.g., food; toys; activities).</u>	<u>Express likes and dislikes, and make choices based on personal preferences.</u>	
<u>Demonstrate awareness of basic routines (e.g., move arms and legs rapidly at sight of bottle).</u>	<u>Indicate familiarity with routines or activities (e.g., attempt to hold a spoon; hold arms out to be picked up).</u>	<u>Identify self as a unique member of a family (e.g., identify self and other family members in family photo).</u>	<u>Share information about family members and traditions (e.g., describe family events, celebrations and/or important people in their lives).</u>	<u>Identify self as a unique member of different groups (e.g., family; preschool class).</u>
	<u>Demonstrate a sense of satisfaction when accomplishing simple tasks.</u>	<u>Demonstrate confidence in one’s own abilities and express satisfaction</u>	<u>Demonstrate confidence in one’s own abilities and accomplish routine</u>	<u>Demonstrate confidence in one’s own abilities, taking on new and</u>

**Standard 3: Children recognize themselves as unique individuals and express confidence in their own abilities.**

		<u>when demonstrating them to others.</u>	<u>and familiar tasks independently.</u>	<u>challenging activities, and declining help when offered.</u>
<u>Express pleasure at things one has done (e.g., wiggle; coo; laugh).</u>	<u>Express pride over accomplishments.</u>	<u>Call attention to new skills or abilities.</u>	<u>Express positive feelings about self when prompted.</u>	<u>Describe oneself using positive terms (e.g., hard worker).</u>

**D. Emotion Regulation**

**Standard 4: Children regulate their emotions and behavior and respond to the emotions of others.**

<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
<u>Express simple emotions (e.g., contentment; distress) using sounds, facial expressions, and/or body movements.</u>	<u>Express a range of basic emotions (e.g., happiness; sadness; fear; anger) using sounds, facial expressions, gestures and/or actions.</u>	<u>Express a range of emotions (e.g., pride; embarrassment; shame; guilt) using gestures, actions, and/or words.</u>	<u>Express complex emotions (e.g., gratitude; jealousy; remorse; disgust) using actions and/or words.</u>	<u>Express strong emotions in a manner that is safe for self and others with occasional adult support.</u>
<u>React to an adult's expression of feelings (e.g., facial expression; tone of voice).</u>	<u>Imitate adult expressions of feelings using facial expressions, sounds, gestures, and/or actions.</u>	<u>Recognize feelings when named by an adult.</u>	<u>Accurately identify one's own basic feelings (e.g., happy; mad; sad).</u>	<u>Accurately label one's own feelings and identify them in various situations.</u>
<u>React to others' expressions of emotions (e.g., cries when another child cries).</u>	<u>Respond to others' expressions of emotions with adult support.</u>	<u>Respond in caring ways to others' expressions of emotions (e.g., take a blanket to a crying child).</u>	<u>Accurately identify basic emotions in others and respond with care and concern.</u>	<u>Accurately label emotions in others, predict causes, and respond with care and concern (e.g., "He's sad because someone took his toy. He can have mine.").</u>
<u>Express and act on impulses (e.g., cry when hungry; explore how hair feels by pulling it).</u>	<u>Accept some redirection from adults.</u>	<u>Frequently respond positively to choices and limits set by an adult.</u>		
	<u>Participate in simple routines and accept transitions with adult support.</u>	<u>Participate in routines, accept transitions, and follow simple guidelines for behavior with adult support.</u>	<u>Participate in routines, manage transitions, and follow adult guidelines for behavior with occasional reminders.</u>	<u>Participate in routines, manage transitions, and follow adult guidelines for behavior, adapting to changes in each as needed.</u>
	<u>Notice how others respond to one's own behaviors.</u>	<u>Experiment with effects of one's own actions on objects and people.</u>	<u>Demonstrate understanding of how one's own actions and behavior affect others.</u>	<u>Predict consequences of one's own and others' actions and behavior with adult support.</u>
<u>React to stressful situations by shifting attention or turning away.</u>	<u>Use simple behaviors to soothe oneself when upset.</u>	<u>Imitate strategies to manage emotions and behavior with adult direction.</u>	<u>Use a variety of strategies (e.g., deep breathing; use of words) to manage emotions and behavior with adult support.</u>	<u>Manage emotions and behavior with occasional verbal, visual, and/or auditory reminders.</u>

**Standard 4: Children regulate their emotions and behavior and respond to the emotions of others.**

<u>Accept comfort when held, rocked, or talked to by a familiar adult.</u>				
		<u>Demonstrate the ability to wait for a short period of time to get what one wants with guidance and support.</u>	<u>Demonstrate the ability to wait to get something one wants (delayed gratification).</u>	

**§305. Language and Early Literacy Development**

**A. Language Development**

**1. Receptive Communication**

**Standard 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.**

<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
<u>Recognize more than one tone of voice in adults and respond with body movement and sounds.</u>	<u>Respond to facial expressions, tone of voice, and some words that communicate basic emotions.</u>	<u>Respond to facial expressions, tone of voice, and words that communicate a variety of emotions.</u>		
<u>Demonstrate interest in voices, and focus on speech, sounds, and other communication directed at them.</u>	<u>Respond to speech and other communication directed at them.</u>	<u>Respond to simple statements, questions, and other communication.</u>	<u>Respond to statements, questions, and other communication.</u>	<u>Respond to complex statements, questions, and other communication that include multiple phrases and ideas.</u>
<u>Respond or show excitement upon hearing familiar words.</u>	<u>Respond appropriately to familiar words, signs, and/or songs.</u>	<u>Demonstrate understanding of descriptive words through conversations and actions.</u>	<u>Demonstrate understanding of a variety of words through conversations and actions, including those relating to objects and actions.</u>  <u>Determine the meaning of unknown words by asking questions or using contextual clues, with modeling and support.</u>	<u>Demonstrate understanding of a variety of words through conversations and actions, including words that express abstract concepts such as synonyms and opposites.</u>  <u>Determine the meaning of unknown words by asking questions, using contextual clues, pictures, and/or prior knowledge.</u>
<u>Respond to simple requests accompanied by gestures or tone of voice.</u>	<u>Follow simple directions, especially if accompanied by gestures.</u>	<u>Follow one or two-step directions with few gestures.</u>	<u>Follow directions of two or more steps with familiar objects, experiences, and/or routines, using visual cues if needed (e.g., wash and dry hands using a visual of the hand-washing sequence).</u>	<u>Follow detailed directions that involve multiple steps (e.g., “Get the sponge, dampen it with water, and clean your table top.”).</u>

## 2. Expressive Communication

<b>Standard 2: Communicate with others to express self.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
<p><u>Experiment with making sounds</u></p> <p><u>Engage in babbling.</u></p>	<p><u>Communicate through word-like sounds, some words, and some simple phrases.</u></p>	<p><u>Communicate through simple phrases and/or short sentences, but may omit some words or use some words incorrectly (e.g., “Mommy goed to store”).</u></p>	<p><u>Communicate using simple sentences.</u></p>	<p><u>Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.</u></p>
<p><u>Communicate needs and wants, interest, or dislike through vocalizations, gestures, and facial expressions.</u></p>	<p><u>Express needs and wants and refer to familiar people and objects using verbal and non-verbal communication.</u></p>	<p><u>Communicate requests and describe familiar people and objects using verbal and non-verbal communication.</u></p>	<p><u>Communicate ideas, describe activities, and negotiate social interactions using verbal communication.</u></p>	<p><u>Communicate about abstract ideas, tell a story, describe past experiences, and discuss objects that are not physically present using verbal communication.</u></p> <p><u>Adjust communication strategies if the message is not understood.</u></p>
	<p><u>Respond to simple statements and questions about pictures, people, and things that are present.</u></p>	<p><u>Answer and ask simple questions about things and activities at the time they are happening.</u></p>	<p><u>Answer and ask questions about a variety of familiar topics, activities, and/or concepts.</u></p>	<p><u>Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems, with explanation or follow-up questions.</u></p>
		<p><u>Use correct words for familiar people, objects, and animals.</u></p> <p><u>Describe observable characteristics of objects, such as color and size, with simple words.</u></p> <p><u>Expand their vocabulary by asking others to name unfamiliar objects.</u></p>	<p><u>Express emotions, talk about position and direction, and describe actions using a variety of words.</u></p> <p><u>Describe the use of familiar objects, including objects that belong in the same category based on how they are used.</u></p> <p><u>Determine the meanings of unknown words by asking questions or using contextual clues, with modeling and support.</u></p>	<p><u>Use several words that explain the same idea (i.e., synonyms) and opposites.</u></p> <p><u>Use acquired vocabulary in conversations.</u></p> <p><u>Determine the meaning of unknown words using prior knowledge and context clues in conversation.</u></p>
		<p><u>Speak in a way that is understood by most familiar people.</u></p>	<p><u>Speak in a way that is understood by unfamiliar listeners but may make some pronunciation errors.</u></p>	<p><u>Speak in a way that is understood by unfamiliar listeners, with few pronunciation errors.</u></p>



<b>Standard 2: Communicate with others to express self.</b>				
	<u>Use some pronouns.</u>	<u>Use the plural forms of some nouns, not always correctly.</u>  <u>Use the past tense of some verbs.</u>  <u>Use simple adjectives in statements.</u>	<u>Use common prepositions, correct subject-verb agreement, pronouns, and possessives.</u>	<u>Correctly use a variety of different types of words, including prepositions, regular and irregular plural nouns, pronouns, possessives, and regular and irregular past tense verbs, most of the time.</u>

### 3. Social and Conversational Rules

<b>Standard 3: Children use social and conversational rules when communicating with others.</b>				
<u>Infants</u> <u>(Birth – 11 months)</u>	<u>Young Toddlers</u> <u>(9 - 18 months)</u>	<u>Older Toddlers</u> <u>(16 - 36 months)</u>	<u>Three Year Olds</u> <u>(36 - 48 months)</u>	<u>Four Year Olds</u> <u>(48 – 60 months)</u>
<u>Initiate interactions with another person using movement and/or behavior.</u>	<u>Initiate interactions with others using gestures and/or vocalizations.</u>	<u>Ask questions or use verbal or non-verbal cues to initiate communication with others.</u>	<u>Sometimes initiate communication with peers by asking questions or using verbal or non-verbal cues.</u>	<u>Initiate communication with peers by asking questions or using verbal cues.</u>
<u>Briefly pay attention to the same object the caregiver is looking at.</u>  <u>Engage in turn-taking during social and vocal play with adults and other children.</u>	<u>Establish joint attention by looking at an object, at their caregiver, and back at the object.</u>  <u>Respond to communication from another person using multiple means (non-verbal and verbal).</u>	<u>Participate in short conversations, with some turn-taking exchanges.</u>	<u>Participate in conversations that include multiple turn-taking exchanges, particularly related to topics of interest.</u>	<u>Initiate and participate in conversations that involve multiple turn-taking exchanges, with each exchange relating to and building upon the previous.</u>
			<u>Use appropriate volume and intonation when communicating, with modeling and support.</u>	<u>Use appropriate volume and intonation to match the situation when communicating.</u>
	<u>“Jabber” and vocalize sounds in a way that is similar to the rhythm and flow of conversations around them.</u>	<u>Listen attentively during brief group conversations and respond to questions or requests made to the group.</u>	<u>Make comments and ask questions related to the topic of discussion during small or large group conversations, with prompting and support.</u>  <u>Follow simple rules for group discussions, with reminders.</u>	<u>Participate in a group discussion, making comments and asking questions related to the topic.</u>  <u>Follow commonly accepted norms of communication in group settings with increasing independence.</u>
		<u>Communicate in short sentences that follow the word order of their home language.</u>	<u>Communicate in sentences and use more conventional grammar in their home language (plurals, tenses, prepositions).</u>	<u>Speak in full sentences that are grammatically correct within their home language most of the time.</u>

**Standard 3: Children use social and conversational rules when communicating with others.**

			<u>Make grammatical errors that follow their home language rules.</u>	
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B. Early Literacy

1. Phonological Awareness

**Standard 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.**

<u>Infants</u> (Birth – 11 months)	<u>Young Toddlers</u> (9 - 18 months)	<u>Older Toddlers</u> (16 - 36 months)	<u>Three Year Olds</u> (36 - 48 months)	<u>Four Year Olds</u> (48 – 60 months)
	<u>Demonstrate interest in familiar rhymes and songs.</u>	<u>Sing songs and say or repeat familiar rhymes.</u>	<u>Repeat rhyming words in familiar songs, finger plays, and rhymes, filling in rhyming words when given the opportunity.</u>	<u>Identify and produce rhyming words.</u>
		<u>Sing songs with multiple words that start with the same initial sound.</u>	<u>Shows awareness that some words start with the same initial sound.</u>	<u>Identify the initial sound in a spoken word with guidance and support.</u>
			<u>Segment spoken sentences into individual words with guidance and support.</u>	<u>Segment spoken sentences into individual words.</u>
			<u>Identify syllables in spoken words with guidance and support.</u>	<u>Identify syllables in spoken words.</u>
			<u>Blend a sequence of spoken syllables to produce words with guidance and support.</u>	<u>Blend a sequence of spoken syllables to produce words.</u>
				<u>Blend onsets and rimes of single syllable spoken words with guidance and support.</u>

2. Print Concepts

**Standard 2: Children demonstrate knowledge of books and how print conveys meaning.**

<u>Infants</u> (Birth – 11 months)	<u>Young Toddlers</u> (9 - 18 months)	<u>Older Toddlers</u> (16 - 36 months)	<u>Three Year Olds</u> (36 - 48 months)	<u>Four Year Olds</u> (48 – 60 months)
		<u>Recognize some familiar symbols and logos in the environment.</u>	<u>Recognize and name familiar symbols and logos in the environment (environmental print).</u>	<u>Recognize and name pictures, symbols, and logos in the environment (environmental print).</u>
		<u>Recognize that print, symbols, and pictures have meaning.</u>	<u>Distinguish print from pictures and show awareness that print communicates meaning.</u>	<u>Demonstrate an understanding that print has meaning and corresponds with spoken language.</u>

**Standard 2: Children demonstrate knowledge of books and how print conveys meaning.**

				<u>Demonstrates awareness that written words are made up of a group of individual letters.</u>
<u>Explore books by touch (e.g., patting and/or chewing on board books).</u>	<u>Hold books, look at pictures, and help turn some pages.</u>	<u>Hold a book as if reading and turn some pages, but not always in the right order.</u>  <u>Recognize specific books by their cover and look for specific pages in familiar books.</u>	<u>Hold a book right side up and turn most pages one by one from front to back.</u>  <u>Demonstrate awareness that print progresses from left to right and top to bottom on a page with guidance and support.</u>	<u>Hold a book right side up while turning pages one by one from front to back.</u>  <u>Identify parts of a book such as the front, back, and title.</u>  <u>Demonstrate awareness of some conventions of print (e.g., capital letters, where to start reading on a page, and how to progress across and down a page).</u>  <u>Describe the role of the author and illustrator of a text.</u>
<u>Demonstrate interest in books by reaching for books and exploring books through touch.</u>	<u>Request to have books read to them.</u>	<u>Self-select familiar books and engage in shared reading.</u>	<u>Share self-selected familiar books and engage in pretend reading with others.</u>	<u>Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.</u>

3. Alphabet Awareness

**Standard 3: Children recognize and identify letters and make letter-sound connections.**

<u>Infants</u> (Birth – 11 months)	<u>Young Toddlers</u> (9 - 18 months)	<u>Older Toddlers</u> (16 - 36 months)	<u>Three Year Olds</u> (36 - 48 months)	<u>Four Year Olds</u> (48 – 60 months)
		<u>Recognize letters of the alphabet as a special category of print, different from pictures and shapes.</u>	<u>Recognize and name some letters of the alphabet, especially those in their own name, as well as letters that occur frequently in the environment.</u>	<u>Recognize and name many of the letters in the alphabet, specifically letters in their own name, as well as letters that occur frequently in the environment.</u>
			<u>Identify the sound for a few recognized letters.</u>	<u>Identify or produce the sound of many recognized letters.</u>
				<u>Recognize their own name and some common words in print.</u>

#### 4. Comprehension

<b>Standard 4: Children show interest in and gain understanding from a variety of early literacy experiences.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
			<u>Tell make-believe or real-life stories, sometimes in random sequence.</u>	<u>Tell make-believe or real-life stories using a sequence of at least 2–3 connected events.</u>
		<u>Recite some words of a familiar book when read to especially from books with repeating text.</u>	<u>Retell familiar stories using pictures or props as prompts.</u>	<u>Describe some key details from familiar stories, such as characters, setting, and/or major events.</u>
		<u>Ask or answer simple questions about a familiar story or book, including informational text.</u>	<u>Ask or answer questions about key details in a familiar story, informational book, or other text.</u>	<u>Ask or answer questions about key details in a familiar story, informational book, or other text.</u>  <u>Make predictions about events that might happen next, with guidance and support.</u>
		<u>Recognize when a story or book describes something that is similar to their own experiences.</u>	<u>Answer questions about how events and information from stories relate to their own experiences.</u>	<u>Recall their own experiences that relate to events and information from stories or informational texts.</u>
			<u>Share their own thoughts and reactions to a story or text.</u>	<u>Analyze and reason about stories and other text with guidance and support during shared reading experiences.</u>
			<u>Explore a variety of literacy genres, including stories/make believe, informational text, and poetry.</u>	<u>Recognize differences between stories/make believe, information text, and poetry.</u>

#### 5. Emergent Writing

<b>Standard 5: Children write and draw to express their ideas, using some letters and print conventions.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
		<u>Draw or scribe with a purpose during play or other activities.</u>	<u>Show emerging awareness that writing can be used for a variety of purposes.</u>	<u>Use writing for a variety of purposes to convey meaning.</u>

**Standard 5: Children write and draw to express their ideas, using some letters and print conventions.**

	<u>Make marks or scribbles using a variety of media (e.g., finger paint, chalk).</u>	<u>Make intentional, more controlled scribbles and shapes (e.g., straight or curved lines).</u>	<u>Write letter-like forms and a few letters, although often not oriented or written correctly.</u>  <u>String some letter-like forms and/or letters together as if they are a word.</u>	<u>Write some letters of meaningful words such as their name, using letters and letter-like forms.</u>
				<u>Attempt to write some words using invented spelling.</u>  <u>Demonstrate awareness of some print conventions (e.g., moving from left to right when writing; leaving space between some groups of letters).</u>
		<u>Draw a picture and describe what it represents.</u>	<u>Dictate ideas for someone to write down.</u>  <u>Use scribbles, shapes, letter-like forms, letters, and numerals to write and/or represent words or ideas.</u>  <u>Discuss or answer questions about their writing and drawings.</u>	<u>Dictate elaborative or meaningful information or stories for someone to write down.</u>  <u>Use writing and/or digital tools to communicate information.</u>  <u>Use classroom resources (e.g., labels; anchor charts) to support writing.</u>

**Chapter 5. Cognitive Development and General Knowledge**

**§501. Mathematics**

**A. Knowledge of Numbers**

**Standard 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.**

<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
<u>Demonstrate interest in quantity during play (e.g., reach for more toys; hold two objects, one in each hand).</u>	<u>Demonstrate interest in simple counting activities.</u>	<u>Rote count to 10 with increasing accuracy.</u>	<u>Rote count to 10 with accuracy.</u>	<u>Rote count to 20 with accuracy.</u>  <u>Tell what number (1-10) comes next in order by counting.</u>

**Standard 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.**

		<u>Count a small set of objects (2-3) with one-to-one correspondence.</u>	<u>Count up to five objects arranged in a line with one-to-one correspondence.</u>	<u>Accurately count up to ten objects in a structured arrangement with one-to-one correspondence.</u>
<u>Indicate they want "more" using gestures, sounds, or looks.</u>	<u>Indicate understanding of the concepts of "more," "all," and "none" using gestures, words, or actions.</u>	<u>Indicate understanding of the concepts of "one" and "two" using gestures, words, or actions (e.g., child complies when adult says, "Take just one cookie").</u>	<u>Begin to understand that the last number counted represents how many objects are in a group (cardinality).</u>	<u>Tell how many objects are in a group by giving the last number counted (cardinality).</u>
			<u>Recognize and name the number of items in a small set (up to three) without counting (subitizing).</u>	<u>Recognize and name the number of items in a small set (up to five) without counting (subitizing).</u>
			<u>Compare two groups of objects and indicate whether the number of objects in each group is the same or different.</u>	<u>Compare two groups of objects and identify whether the number of objects in one group is more, less, or the same as the number of objects in the other group.</u>
		<u>Recognize a few numerals in the everyday environment.</u>	<u>Identify written numerals 0-5 by name and match each to counted objects.</u>	<u>Identify written numerals 0-10 by name and match each to counted objects.</u>
				<u>Read and write some numerals up to 10.</u>
		<u>Identify an object or person as first in a sequence.</u>	<u>Identify the first and often second object or person in a sequence.</u>	<u>Identify an object's or person's position in a sequence using ordinal numbers (e.g., first; second, third).</u>

B. Patterns and Operations

**Standard 2: Children demonstrate knowledge of patterns and operations.**

<u>Infants</u> (Birth – 11 months)	<u>Young Toddlers</u> (9 - 18 months)	<u>Older Toddlers</u> (16 - 36 months)	<u>Three Year Olds</u> (36 - 48 months)	<u>Four Year Olds</u> (48 – 60 months)
<u>Demonstrate awareness of repeating sequences in everyday routines.</u>	<u>Notice and anticipate simple repeating sequences (e.g., go to table for lunch after washing hands).</u>	<u>Recognize and participate in patterns within stories and in songs.</u>	<u>Recognize and copy simple repeating patterns in different forms (e.g., red-blue; circle-square).</u>	<u>Identify, duplicate, extend, and create simple repeating patterns in different forms (e.g., red-red-blue; circle-square-triangle).</u>
			<u>Combine and separate small groups of objects and describe the parts. (e.g., I have four cubes. Three are red, and one is blue.).</u>	<u>Solve simple addition and subtraction problems by using concrete objects or fingers during play and daily activities</u>

				(e.g., If we have 3 apples and eat 1, how many apples do we have left?).
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C. Measurement

**Standard 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.**

<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
	<u>Match two objects based on one observable feature.</u>	<u>Group objects by one physical characteristic (attribute) (e.g., color; size; shape).</u>	<u>Sort objects into two or more groups based on one physical characteristic (attribute).</u>	<u>Sort objects by one characteristic (attribute), then re-sort using a different characteristic and explain the reasoning with guidance and support.</u>
	<u>Explore objects of different sizes and weights.</u>	<u>Make simple comparisons between two objects using measurable attributes (e.g., length; height; weight)</u>	<u>Describe objects using measurable attributes (e.g., tall/short; big/little; heavy/light).</u>	<u>Describe measurable attributes of objects and materials using comparative words (e.g., long; longer; longest).</u>
				<u>Compare and order a small set of objects using measurable terms (e.g., length; weight).</u>
				<u>Describe the purpose of simple measurement tools.</u>
				<u>Measure using multiples of the same non-standard unit (e.g., paper clips; snap cubes) with guidance and support.</u>

D. Shapes and Spatial Relationships

**Standard 4: Children identify shapes and their properties, and describe the positions of objects in space.**

<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
<u>Explore various shapes through play.</u>	<u>Explore the way shapes and objects fit together through play.</u>	<u>Match basic shapes (e.g., circle; square; typical triangle) of the same size and orientation.</u>	<u>Match a wider variety of shapes with different sizes and orientations.</u>	
			<u>Recognize basic shapes (e.g., circle; square; typical triangle).</u>	<u>Identify basic shapes (e.g., circle; square; triangle; rectangle) regardless of size and orientation.</u>
				<u>Describe basic two- and three-dimensional shapes (e.g., a square</u>

**Standard 4: Children identify shapes and their properties, and describe the positions of objects in space.**

				has four sides; the ball rolls).
			Build objects by combining basic shapes (e.g., pictures; tangrams; block structures).	Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square).
<u>Explore and respond to the movement of objects, people, or self (e.g., navigate obstacles while crawling to destination).</u>	<u>Explore and respond to how things move through space or fit together (e.g., putting smaller objects into a small box and larger objects into a large box).</u>	<u>Move their body and objects to follow simple directions related to position (e.g., in; on; under; over; up; down).</u>	<u>Move their body and objects to follow simple directions related to proximity (e.g., beside; between; next to).</u>	<u>Identify and respond accurately to positional words indicating location, direction, and distance (e.g., above; below; in front of; near; behind).</u>

**§503. Science: Scientific Inquiry**

**Standard 1: Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.**

<b>Infants (Birth – 11 months)</b>	<b>Young Toddlers (9 - 18 months)</b>	<b>Older Toddlers (16 - 36 months)</b>	<b>Three Year Olds (36 - 48 months)</b>	<b>Four Year Olds (48 – 60 months)</b>
Demonstrate interest in objects, materials, people and/or their environment using their senses.	Observe and explore the immediate environment using their senses.	Observe, ask questions, and make predictions about the physical and natural world, using their senses and simple tools.	Investigate, observe, ask questions, make predictions, make comparisons, and gather information about the physical and natural world using their senses and simple tools.	Observe, ask questions, predict, make comparisons, and gather information about the physical and natural world using their senses, prior knowledge, previous experiences, equipment, and tools.
	Actively experiment with and explore the physical properties of objects and substances.	Put materials, substances, and/or objects together in new or unexpected ways to see what will happen.	Participate in simple scientific investigations.	Conduct scientific investigations and simple experiments.
	Communicate, verbally or non-verbally, what is seen, heard, or felt when exploring the physical and natural world.	Share ideas and thoughts related to interactions with, and observations made about the physical and natural world.	Describe and record findings from investigations they have conducted with prompting and support (e.g., verbally or non-verbally; drawings).	Describe and generate explanations and/or conclusions about investigations they have conducted with guidance and support (e.g., discussions; drawings; graphs).



**§505. Social Studies**

A. Time and Place

**Standard 1: Children demonstrate an awareness of time (past, present, and future) and place within the community.**

<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
<u>Demonstrate anticipation of events in daily routines and activities.</u>	<u>Demonstrate anticipation of events in daily routines and activities using verbal and non-verbal cues.</u>	<u>Respond (positively or negatively) to changes in routines or schedules.</u>	<u>Recall the sequence of daily routines, events, and/or activities that happened at an earlier time.</u>	<u>Communicate events, activities, and people from the past.</u>
		<u>Demonstrate a general understanding of the passing of time and the meaning of phrases, such as “not now” and “after lunch”.</u>	<u>Communicate an awareness of time using gestures, words, or phrases (e.g., when I was little; when we lived in our old house).</u>	<u>Use time related vocabulary (e.g., today; tomorrow; before; after) with increasing accuracy.</u>
		<u>Recognize familiar landmarks, signs and buildings in one’s neighborhood/community.</u>	<u>Communicate, with increasing specificity, the location of objects/areas at school, home, and within the community.</u>	<u>Identify familiar landmarks in their community (e.g., fire station; post office).</u>
				<u>Identify the relative location of specific objects and/or features in a familiar environment (e.g., classroom; playground) through drawings or play activities.</u>

B. Cultural Awareness

**Standard 2: Children demonstrate an awareness of culture as it relates to self, family, and community.**

<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
<u>Demonstrate a preference for familiar versus new individuals.</u>	<u>Distinguish between familiar and new individuals.</u>	<u>Identify known people in pictures.</u>	<u>Communicate information about their family and community.</u>	<u>Describe familiar elements of one's family, community, and traditions.</u>
	<u>Demonstrate an awareness of the characteristics of themselves and others.</u>	<u>Identify the distinct characteristics of themselves and others.</u>	<u>Identify and/or ask questions about the distinct characteristics of groups of people and cultures</u>	<u>Distinguish the distinct characteristics of groups of people and cultures.</u>
		<u>Carry out some routines and responsibilities in the classroom with adult support and guidance.</u>	<u>Carry out routines and responsibilities in the classroom with prompting from adults.</u>	<u>Identify responsibilities of self and others in school, home, and community.</u>

**§507. Creative Arts**

A. Music and Movement

**Standard 1: Children engage in multiple and varied music and movement experiences.**

<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
<u>Attend to, vocalize, and/or move body in response to different types of music and/or rhythmic sounds.</u>	<u>Move body in response to the beat and tempo of music and/or rhythmic sounds.</u>	<u>Move body to imitate the beat and tempo of music.</u>	<u>Move body with creativity to imitate the beat and tempo of music of different genres.</u>	<u>Express thoughts and feelings through dance and movement with increasing spatial awareness.</u>
<u>Make sounds and/or music using their bodies, toys, or small, shaker-type instruments.</u>	<u>Imitate sounds and/or music using their bodies and/or small instruments.</u>	<u>Imitate sounds and/or music using their bodies, instruments, and/or voice.</u>	<u>Create music using their bodies, instruments, and/or voice.</u>	<u>Create music using instruments and/or voice to produce more complex rhythms, tones, melodies, and songs.</u>  <u>Show increasing awareness of various components of music: melody (tune), pitch (high and low sounds), rhythm (beat), tempo (speed), and volume.</u>

B. Visual Arts

**Standard 2: Children engage in multiple and varied visual arts experiences.**

<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
<u>Attend to visual stimuli (e.g., objects with contrasting colors; textured prints).</u>	<u>Respond to visual art by reaching for, pointing at, touching, or vocalizing/verbalizing.</u>	<u>Observe and respond to visual art by communicating a preference.</u>	<u>Observe and participate in discussions about various forms of art, including what they notice and what it makes them think about.</u>	<u>Observe and participate in discussions about various forms of art, including how it makes them feel and/or specific elements of art (e.g., color; line; texture).</u>
	<u>Explore a variety of materials to create visual art.</u>	<u>Explore a variety of materials and tools to create visual art.</u>	<u>Explore a variety of materials, tools, and techniques to create artistic works.</u>	<u>Use a variety of materials, tools, and techniques to create artistic works that reflect their own culture, thoughts, feelings, experiences, or knowledge.</u>

C. Dramatic Play

**Standard 3: Children engage in multiple and varied forms of dramatic play.**

<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)

<u>Imitate behaviors, such as sounds, facial expressions, and gestures, of others.</u>	<u>Role-play familiar behaviors during play (e.g., rock baby doll; talk on phone).</u>	<u>Engage in dramatic play that expands beyond personal experiences (e.g., firefighter rescuing people).</u>	<u>Engage in dramatic play that includes both real-life and fantasy experiences.</u>	<u>Participate in dramatic play to express thoughts, feelings and creativity.</u>
<u>Respond to volume in tones and inflection.</u>	<u>Experiment with voice inflection during play.</u>	<u>Imitate and repeat voice inflections, such as character or animal sounds.</u>	<u>Create various voice inflections and facial expressions in play.</u>	<u>Represent a character by using voice inflections and facial expressions.</u>
		<u>Use props and pretend to be someone other than themselves.</u>	<u>Engage in play experiences that involve roles with the use of props and costumes.</u>	<u>Engage in a variety of play experiences that include elements of drama (e.g., roles; dialogue; props).</u>

## §509. Physical Development and Well-Being

### A. Gross Motor

#### Standard 1: Children demonstrate large muscle control and coordination.

<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
<u>Explore the environment with increasing body awareness using senses and movement.</u>	<u>Coordinate senses with movement to show where their body is in relation to other objects and people in the environment.</u>	<u>Demonstrate body and spatial awareness to guide movement around objects and people.</u>	<u>Demonstrate body and spatial awareness in physical play activities (e.g., moves around cones).</u>	<u>Demonstrate increasing awareness of body and space in relation to other people and objects in physical play activities.</u>
<u>Demonstrate strength and control of head, trunk, arms, and legs while exploring new body positions and movements (e.g., sitting; crawling; kicking).</u>	<u>Move in a variety of ways and directions with increasing coordination and balance.</u>	<u>Use large muscle movements (locomotor skills) with increasing control, coordination, and balance (e.g., moving from sitting to standing; jumping).</u>	<u>Use large muscle movements (locomotor skills) with control, coordination, and balance (e.g., running; hopping; climbing stairs).</u>	<u>Coordinate movements of the whole body (locomotor skills) with control and balance to perform more complex tasks.</u>
<u>Demonstrate strength and control of one's body while exploring objects in their environment. (e.g., reaching; rolling over).</u>	<u>Maintain control of one's body in various positions while exploring and examining materials, activities, and spaces.</u>	<u>Use a variety of large muscle movements (non-locomotor) during play (e.g., hands in the air; turn around; stand on one foot).</u>	<u>Use large muscle movements (non-locomotor) with control, balance and coordination during active play (e.g., bending; stretching; twisting).</u>	<u>Demonstrate coordination when using objects during active play (e.g., throwing; catching; kicking balls).</u>
<u>Engage in play to develop strength and stamina by continuing purposeful movements over short periods of time (e.g., reaching; pushing; rolling over).</u>	<u>Engage in physical play activities for periods of time to develop strength and stamina.</u>	<u>Engage in physical play activities for moderate periods of time to develop strength and stamina.</u>	<u>Demonstrate strength and stamina that allows for participation in physical play activities for moderate periods of time.</u>	<u>Demonstrate increased strength and stamina that allows for participation in active play activities for extended periods of time.</u>

## B. Fine Motor

<b>Standard 2: Children demonstrate small muscle control and coordination.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
<u>Use whole hand and fingers to explore objects (e.g., touch; grasp; pick up; bang; transfer).</u>	<u>Demonstrate control and coordination of hand and fingers (small muscles) to manipulate objects.</u>	<u>Demonstrate increasing control and coordination of hand and fingers (small muscles) while engaged in intentional activities.</u>	<u>Demonstrate increasing control and coordination of hands, fingers, and wrists (small muscles) to manipulate objects and tools with a purpose.</u>	<u>Coordinate the use of hands, fingers, and wrists to manipulate objects and perform activities and tasks with precision.</u>
<u>Coordinate eye and hand movements when grasping or picking up objects.</u>	<u>Coordinate eye and hand movements to explore objects and participate in play activities (e.g., fill containers; stack blocks).</u>	<u>Coordinate eye and hand movements while performing simple tasks (e.g., using utensils for eating; putting simple puzzles together; stringing large beads).</u>	<u>Demonstrate eye-hand coordination to manipulate smaller objects (e.g., large buttons; zippers; scissors) with increasing control.</u>	<u>Demonstrate eye-hand coordination to perform complex tasks (e.g., cutting on lines; drawing) with moderate levels of precision and control.</u>

## C. Healthy Behaviors

<b>Standard 3: Children will demonstrate healthy and safe behaviors.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
<u>Engage in active movement (e.g., tummy time; holding head up; kicking legs; waving; rolling over).</u>	<u>Engage in active play indoors or outdoors with adult support.</u>	<u>Actively engage in physical activities indoors or outdoors (e.g., dance; hide and seek; climb on equipment).</u>	<u>Actively engage in a variety of games, as well as structured and unstructured indoor or outdoor physical activities.</u>	<u>Initiate and engage in a variety of physical activities (e.g., games; exercises) that enhance physical fitness.</u>
			<u>Recognize some foods (real or pictures) that are healthy and other foods that are less healthy for the body.</u>	<u>Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy.</u>
	<u>Participate in some basic safety practices (e.g., fire/tornado drills).</u>	<u>Follow safety rules with adult support.</u>	<u>Identify safety rules and follow them with guidance from adults.</u>	<u>Identify and follow safety rules with minimal guidance from adults (e.g., hold an adult's hand when crossing the street; walk rather than run when indoors).</u>
				<u>Begin to identify and alert others of potential hazards.</u>