



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING


GRETCHEN WHITMER  
GOVERNOR

MICHAEL F. RICE, Ph.D.  
STATE SUPERINTENDENT

**MEMORANDUM**

**DATE:** July 28, 2022

**TO:** State Board of Education

**FROM:** Michael F. Rice, Ph.D., Chairperson 

**SUBJECT:** Presentation of the Early Childhood Standards of Quality for Birth to Kindergarten

In pursuit of an ongoing goal to maintain and improve the high quality of Michigan's early childhood educators and early childhood programs and services, the State Board of Education (SBE) receives this proposal for the revision and adoption of new Early Childhood Standards of Quality for Birth to Kindergarten.

In alignment with Michigan's Top 10 Strategic Education Plan, these standards strive to support the growth and development of all children throughout the state, birth to kindergarten; to support early childhood professionals in recognizing individual developmental trajectories and expressions of learning; and to guide programs toward the highest quality in their operations.

This set of standards will replace Michigan's current Early Childhood Standards of Quality for Infant and Toddler Programs and Early Childhood Standards of Quality for Prekindergarten, both of which were adopted by the Michigan State Board of Education in 2013.

A departmental process was used to ensure stakeholders were represented in each region of the state with diverse ethnic, cultural, and linguistic backgrounds. Participating stakeholders include practicing early childhood educators, professors from educator preparation institutions, parents, and experts from the fields of special education and multilingual learners.

Attachment A describes the development of the set of standards, including the stakeholders involved in the drafting process. Attachment B provides the Early Childhood Standards of Quality for Birth to Kindergarten.

These standards are being submitted to the SBE for presentation. This presentation will be followed by a period of public comment and a request for approval at the November SBE meeting.

**STATE BOARD OF EDUCATION**

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Introduction to the Early Childhood  
Standards of Quality for Birth to  
Kindergarten

## **Purpose**

As early as 1971, the Michigan State Board of Education (SBE) approved “Preprimary Objectives” as a step toward the effective implementation of early childhood education programs. Over the decades, expectations for young children’s learning and development have been refined and reorganized to reflect current research, knowledge, and best practice. The purpose of those expectations, as adopted by the SBE, was to emphasize developmental and programmatic content appropriate for preschoolers. As of 2006, those expectations expanded to include infants and toddlers. In addition to expectations, the importance of children’s learning environments has become understood as vital to their growth and development.

The purpose of these *Early Childhood Standards of Quality for Birth to Kindergarten* is to support the growth and development of all children throughout the state, birth to kindergarten; to support early childhood professionals in recognizing individual developmental trajectories and expressions of learning; and to guide programs toward the highest quality in their operations.

These standards are organized into 16 sections that define a cohesive and research-based foundation for all early childhood professionals as these professionals use a wide variety of curricula, methodologies, and implementation strategies to meet the individual and collective needs of all children across the full range of backgrounds and experiences. Because high-quality relationships and learning environments are critical to young children’s development and learning, the *Early Childhood Standards of Quality for Birth to Kindergarten* also outlines a framework for programs and other settings of the highest quality.

The *Early Childhood Standards of Quality for Birth to Kindergarten* will guide early childhood educators’ and caregivers’ expectations, instructional strategies, and learning environments, as well as their communication with families. The standards will be used as a coaching and professional learning tool. Each goal includes examples of children’s observable behaviors and instructional practices and examples of program quality standards “in action.” Each goal also includes self-reflection questions to aid early childhood professionals in improving and refining their practices while supporting program improvement. In addition, these standards will guide and inform the development of early childhood courses and programs within higher education.

Development of the *Early Childhood Standards of Quality for Birth to Kindergarten* was informed by and maintains alignment with the following state and national policies and standards relevant to the birth to kindergarten field:

- [\*Licensing Rules for Child Care Centers\*](#)
- [\*Licensing Rules for Family and Group Child Care Homes\*](#)
- [\*MiFamily: Michigan’s Family Engagement Framework\*](#)
- [\*Michigan Integrated Technology Competencies for Students\*](#)
- [\*Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce\*](#)

## Attachment A

- [\*Key Elements of High-Quality Early Childhood Learning Environments: Preschool\*](#)
- [\*Essential Instructional Practices in Early Literacy: Prekindergarten\*](#)
- [\*Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3\*](#)
- [\*Essential Instructional Practices in Early Mathematics: Prekindergarten to Grade 3\*](#)
- [\*Standards for the Preparation of Teachers of Early Childhood General and Special Education \(Birth-Kindergarten\)\*](#)
- [\*Standards for the Preparation of Teachers of Lower Elementary \(PK-3\) Education\*](#)
- [\*Michigan Department of Education Early Childhood to Grade 12 Social and Emotional Learning \(SEL\) Competencies and Indicators\*](#)
- [\*DEC Recommended Practices\*](#)
- [\*Head Start Program Performance Standards\*](#)
- [\*Head Start Early Learning Outcomes Framework\*](#)
- [\*NSTA Position Statement: Early Childhood Science Education\*](#)
- [\*NAEYC Advancing Equity in Early Childhood Education\*](#)
- [\*NAEYC Early Learning Program Accreditation Standards and Assessment Items\*](#)
- [\*NAEYC Professional Standards and Competencies for Early Childhood Educators\*](#)
- [\*WIDA Early Years Guiding Principles of Language Development\*](#)

## **Development of the Proposal**

In alignment with Michigan's [Top 10 Strategic Education Plan](#), these standards strive to support the growth and development of all children throughout the state, birth to kindergarten; to support early childhood professionals in recognizing individual developmental trajectories and expressions of learning; and to guide programs toward the highest quality in their operations.

In February 2020, State Superintendent Dr. Michael Rice approved a staff proposal to convene a stakeholder committee to review the existing early childhood standards of quality for infant and toddler programs and prekindergarten and to determine if revisions were necessary. The last set of standards were approved by the Michigan State Board of Education in March 2013.

A departmental process was used to ensure a stakeholder group of writers and reviewers representing each region of the state with diverse ethnic, cultural, and linguistic backgrounds. Participating stakeholders include practicing early childhood educators, professors from educator preparation institutions, parents, and experts from the fields of special education and multilingual learners, as well as individuals with experience in a variety of programs and settings, including Head Start, Early Head Start, Great Start Readiness Program, home-based and center-based childcare, and tribal childcare.

The stakeholder committee was divided into two subsections: a writing workgroup and a review panel. Through this structure, the project ensured participatory decision-making among the writing workgroup members, and detailed feedback from the valuable and unique perspectives of the review panelists.

Within the scope of the review and revision project, the writers reflected on national trends and examples from other states and agreed to combine the previously separate standards for a single, aligned set of standards following the progression of growth, learning, and development from birth to kindergarten.

Each section of the draft document was shared with an external review team for feedback. The responses were compiled, reviewed by the writing team, and revisions were made to the document accordingly.

### Key edits:

- Combined the standards to define children's growth and development as a continuous progression beginning at birth, ensuring that all sections of the standards reflect that progression.
- Embedded support for multilingual children, children with individual needs, and other children across the full range of backgrounds and experiences.
- Combined, re-ordered, and revised goals and emerging indicators to reflect current research into how children learn.
- Aligned with the *Standards for the Preparation of Teachers of Early Childhood General and Special Education (Birth-Kindergarten)* and the *Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education*.

## Attachment A

- Emphasized children’s developing understanding of technology and the arts as tools and methods for accomplishing goals such as problem-solving, communication, and self-expression.
- Divided the “Social, Emotional and Physical Health and Development” into “Social and Emotional Development” and “Physical Health and Development.” This division included updates to both sections to align with current research on the importance of physical and mental health, social skills, and self-regulation to promote success in school and in life.
- Substantially revised the “Language and Early Literacy Development” section to align with current research on how children learn to communicate, read, and write. This section is now “Communication, Language, and Early Literacy.”
- Excised guidelines already covered by the *Licensing Rules for Child Care Centers* and the *Licensing Rules for Family and Group Child Care Homes* to limit redundancies, avoid confusion, and extend the lifespan of the document.
- Clarified and updated standards to apply to a broader range of programs and settings.

In addition, the writers have delineated a set of supports to embed within the standards, including:

- Examples of observable behaviors demonstrating the goals and emerging indicators;
- Examples of strategies and materials included in the learning environment to support the development of the goals and indicators; and
- Self-reflection prompts to aid caregiving adults in ensuring their own practice is in alignment with the standards.

Once the standards are approved, the final published version will include all supports described above.

Key areas of the draft *Early Childhood Standards of Quality for Birth to Kindergarten* include:

### **Early Learning and Development Standards**

- Approaches to Play and Learning
- Social and Emotional Development
- Physical Development and Health
- Communication, Language, and Early Literacy Development
- Creative and Expressive Arts
- Mathematics
- Engineering and Technology
- Science
- Social Studies

### **Program Quality Standards**

- Program Philosophy
- Administrative Support, Staffing, and Professional Learning
- Program Evaluation

## Attachment A

- Family Partnerships
- Environment of Care and Learning
- Child Assessment
- Physical and Mental Health

The standards will be accompanied by introductory material, references, and a glossary.

### **Participants in the Standards Development**

*\*Denotes a parent perspective.*

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Early Childhood Standards of  
Quality  
for Birth to Kindergarten

## Early Learning and Development Standards

1. [Approaches to Play and Learning](#)
2. [Social and Emotional Development](#)
3. [Physical Development and Health](#)
4. [Communication, Language, and Early Literacy Development](#)
5. [Creative and Expressive Arts](#)
6. [Mathematics](#)
7. [Engineering and Technology](#)
8. [Science](#)
9. [Social Studies](#)

## Program Quality Standards

1. [Program Philosophy](#)
2. [Administrative Support, Staffing, and Professional Learning](#)
3. [Program Evaluation](#)
4. [Family Partnerships](#)
5. [Environment of Care and Learning](#)
6. [Child Assessment](#)
7. [Physical and Mental Health](#)
8. [Community Collaboration](#)



# Early Learning and Development Standards

## Approaches to Play and Learning

**Goal 1 Curiosity and Flexibility:** Children learn about themselves and the world around them through purposeful play.

**1a.** Use play to interpret and understand the world around them.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Discover their fingers and toes.
  - Examine a toy.
  - Reach out to a familiar adult.
- 6-14 months
  - Play peek-a-boo with familiar adults.
  - Use a spoon to eat, and then later as a drumstick.
  - Watch themselves in a mirror.
- 12-26 months
  - Tap a toy on the floor or bang on the bottom of a bowl to make noise.
  - "Drive" a toy car around the playground.
- 24-36 months
  - Rock a baby doll and tuck it in with a blanket.
  - Crawl around on the floor, pretending to be a puppy.
- 3 years
  - Use felt pieces to recreate a story told by an adult.
  - Play "house" or other pretend games alongside other children.
- 4 years
  - Pretend to be a firefighter when playing with dramatic play props.
  - Ask other children to join them in pretend play.
  - Use props as part of pretend play.
- 5 years
  - Use a smartboard to create a story with other children.
  - Assign roles as part of pretend play.

**1b.** Explore, investigate, and ask questions about the world around them.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Smile at an adult or older child making funny faces at them.
  - Turn their head toward voices or other sounds.
  - Put objects in their mouth.
  - Reach for a favorite toy.
  - Open their mouth to try a new food.
- 6-14 months
  - Move or reach toward preferred toys.
  - Turn their head away from a food they haven't enjoyed in the past.
  - Shake, bang, or throw a toy.
- 12-26 months
  - Turn a toy over in their hands to explore how it works.
  - Pull and push a toy car on a hard floor to watch it roll.
  - Ask simple "why" questions.

## Attachment B

- 24-36 months
  - When a familiar adult or family member leaves, ask when they will come back.
  - Pick up leaves on the playground and squeeze to feel the different textures (crunchy brown leaves, soft yellow leaves, etc.).
- 3 years
  - Watch the ants move around in an ant farm.
  - Throw a ball straight down at the sidewalk to see how high it will bounce.
  - Mix colors together when painting and notice how the colors change.
  - Ask a familiar adult why another child is crying.
- 4 years
  - Try using blocks of different sizes to balance a scale.
  - Use twigs and rocks to build a small structure.
  - Ask questions about their observations, and other things that interest them, such as “Why are the leaves yellow?” and “Why don’t you like to eat oranges?”
- 5 years
  - Use digital technology to find information about astronauts and space.
  - Use a magnifying glass to look at varying leaf patterns.
  - Pull a toy car backward across the floor to find out if it will roll forward on its own.

**1c.** Reconstruct their ideas about the world around them based on new thoughts and information.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Reach for a favorite caregiver or family member when being held by someone else.
  - Open their mouth to try a new food.
  - Look for a toy that has rolled behind a shelf (object permanence).
- 6-14 months
  - Pass a toy to a familiar adult as if asking for help figuring it out.
  - Try to imitate adults winking or making funny faces.
  - Mimic adults waving “bye-bye.”
- 12-26 months
  - Begin to point to the correct body parts when dancing to “Head, Shoulders, Knees, and Toes.”
  - Begin to make connections between animals and the sounds they make, based on their own experiences—“woof” for a dog, “neigh” for a horse, etc.
- 24-36 months
  - Watch a familiar adult manipulate a toy, and then try to use the toy the same way.
  - Pour water into a container until it overflows.
  - Create more detailed “definitions” of objects as they have broader experiences with the world around them, such as being able to tell the difference between a cow and a dog.

## Attachment B

- 3 years
  - Repeat or copy friends' words and actions.
  - Notice that someone has changed their hair cut or color and tell others about it.
  - Try a new food they're hesitant about it and discover they like it.
- 4 years
  - Discuss and compare the ways their family is the same as and different from others. "I have two sisters, but you only have one."
  - Watch seeds grow into plants.
  - When looking at pictures of everyone's families, ask another child, "Is that your dad in that picture? This is a picture of my mom!"
  - Adapt their behaviors based on the setting and situation – such as being quiet in a library or running on the playground.
- 5 years
  - Read and request stories about people going camping after their family plans a camping trip.
  - Use the correct names of different types of dinosaurs—identifying something as "a stegosaurus" rather than "a dinosaur."
  - Recognize that each child has their own likes and dislikes. For example: "Sierra doesn't like peas, but I do!"

**Goal 2 Play and Imagination:** Children demonstrate increasingly complex play styles.

**2a.** Initiate, join, and take turns in play with others.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Coo and babble to engage with others.
  - Watch a spoon with food as it comes toward their mouth.
- 6-14 months
  - Play peek-a-boo and other turn-taking "serve and return" games, with familiar adults.
  - Imitate the simple gestures of others, such as waving bye-bye.
  - Make a sound to get a new adult's attention.
- 12-26 months
  - Mimic other children's noises and movements.
  - Focus on their own play without noticing the play of others around them.
  - Participate in simple adult-guided turn-taking games alongside other children. For example: "I clap, you clap!"
- 24-36 months
  - Respond to another child running by also beginning to run.
  - Watch others as they engage in play.
  - Play alongside others engaged in the same activity, such as building a block tower next to another child who is doing the same thing.
  - With adult support and guidance, take turns with a toy.
- 3 years
  - Play with blocks "with" another child, but without coordinating what they are each building.
  - Wait for their turn in a line to go down the slide.

## Attachment B

- Begin to show preferences in who they play with.
- 4 years
  - Invite other children to join in pretend play or games.
  - Accept invitations from other children to join in their games and pretend play.
  - Play a simple board game with other children.
  - Wait until a timer goes off to signal their turn at the computer.
  - Pass dishes during a family-style meal and wait for another child to pour the juice.
  - Follow a suggestion that they will pretend to be superheroes rescuing someone in their outdoor play.
- 5 years
  - Suggest that a child joining the play can be “the uncle” or “another superhero.”
  - Listen to other children share their journal entries.
  - During interactive and shared writing experiences, contribute to the group story without speaking over other children.
  - Propose ideas to expand a block city by adding a fire station.
  - Collaborate with other children to develop, share, and follow rules or expectations in their play together.

### **2b.** Demonstrate imagination and creativity in their play.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Choose a favorite toy from a collection of toys.
- 6-14 months
  - Look for hidden toys.
  - Use spoons, bowls, and other “household objects” for play.
  - Wave bye-bye to a toy they have been playing with.
- 12-26 months
  - Push a doll in a stroller.
  - Use a necktie or boa as a snake.
  - Use a hat as a container to carry toys.
  - Use a shoe as a phone to “talk” into.
- 24-36 months
  - Pretend that small blocks or crayons are ingredients in their pretend soup.
  - Pretend to be a puppy.
  - Put on a baseball cap and pretend to be an older sibling.
  - Make “dinner” with playdough.
- 3 years
  - Compete 3- or 4-piece puzzles.
  - Use yellow and orange paint to paint a picture of how sunny it was yesterday.
  - Sing a song they made up.
- 4 years
  - Make up stories, songs, and dances.
  - Use a stuffed animal as a “baby” in pretend play.



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- Build a crib out of blocks to use in pretend play.
- 5 years
  - Complete a puzzle independently.
  - Set up chairs and other props to represent an experience they've had, such as being on an airplane, and ask other children to pretend to be characters like the flight attendant, pilot, and passengers.

**2c.** Propose and explore possibilities for how things work, what they might do, or what they might be.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Discover their hands and fingers by moving them into view and wiggling their fingers.
- 6-14 months
  - Drop or throw a block and watch to see if it will bounce.
  - Tip a sippy cup upside down and watch to see what happens.
  - Smack their hands into the water table to find out what happens.
- 12-26 months
  - Pull stringed toys behind them.
  - Drop a toy from a highchair and then look over the side to see it on the floor.
  - Put toys into a container and take them back out.
- 24-36 months
  - Put things into and take things out of containers.
  - Put toys into a hat to carry them to another area.
- 3 years
  - Stack blocks to make a tower.
  - Take a Lego construction apart and put it back together in a new way.
  - With adult support, predict that a car going down a ramp will go faster than one rolling across a flat floor.
- 4 years
  - Suggest that two friends arguing over a toy can take turns with it.
  - Capture a caterpillar to have as a pet.
  - Participate in a discussion about what plants need to grow and draw pictures in a science journal of the way the seed they planted is growing.
  - Suggest a new ending to a familiar story.
- 5 years
  - Use art scraps to build a bridge.
  - Guess how long it will take for a snowball to melt after they bring it inside, and then set a timer to test their prediction.

**Goal 3 Initiative, Persistence, and Problem-Solving:** Children engage in explorations and interactions with confidence.

**3a.** Express and share their own interests, ideas, or opinions freely.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Vocalize their excitement when playing with a favorite toy.

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- Show preferences in different kinds of foods.
- 6-14 months
  - Dump a container of unfamiliar toys.
  - Tip a sippy cup upside down and watch to see what happens.
  - Smack their hands into the water table to find out what happens.
- 12-26 months
  - Point to show others something they think is interesting.
  - Play with a favorite toy consistently.
- 24-36 months
  - Ask for a favorite story to be read or told.
  - Dress themselves in a favorite shirt.
  - Carry toys from one interest area to another.
- 3 years
  - Share stories about what their family did over the weekend.
  - Repeatedly ask for the same story to be read.
  - Ask to use alphabet stamps from the writing area so they can finish their painting.
- 4 years
  - Bring a favorite book or toy from home to show others.
  - Save a seat for a friend.
  - Show a preference for where to sit during large group time.
- 5 years
  - Read a story they wrote aloud to familiar adults and children.
  - Choose a math activity over an art activity.
  - Begin mixing ingredients to make playdough independently.

**3b.** Show an increasing ability to maintain concentration, persist in, and complete a variety of tasks.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Sustain eye contact with a familiar adult.
  - Ignore noises to focus on engaging with a familiar adult.
- 6-14 months
  - Repeatedly push a button on a pop-up toy to watch what happens.
  - Continue to focus on a snack while someone is reading aloud.
- 12-26 months
  - Continue to focus on eating while another child is crying.
  - Quietly look through the pages of a book while activity continues around them.
- 24-36 months
  - Listen to a story being read aloud while another child is wiggling on the carpet nearby.
  - Stay engaged in high interest play for several (10-15) minutes, such as sand/water table play, playdough, or fingerpaint.
- 3 years
  - Persist in trying to zip their coat.
  - With adult support, work on a puzzle for a short time while other children work on other puzzles.

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- Look for a missing piece in a puzzle and then return to working on the puzzle.
- 4 years
  - Persist in trying to tie their shoe.
  - Continue working on a painting until they are satisfied with the results.
  - Ask an adult to save an activity or project so they can continue working on it later.
  - Retry or attempt a new strategy to rebuild a fallen block tower.
  - Continue working on a puzzle until they are finished, while other children move on to another activity.
- 5 years
  - Return to a drawing, story, or journal entry over a period of days to add more content or detail.
  - Begin to explore longer books that may be read over a period of several days.
  - Respond "I'll come play as soon as I'm done" when another child invites them to play.
  - Keep working on an activity even after another child interrupts to show them something.
  - Complete a cycle of activity (select materials, work to their satisfaction, clean up, return materials), such as choosing a glitter pen and butterfly paper, writing a brief letter to their grandparents, putting the letter into their backpack, and returning the pen and extra paper to the shelf.

### **3c.** Set aside fear of failure when beginning a new or challenging task.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Let go of furniture to take a step.
  - Begin to feed themselves.
- 12-26 months
  - Try to climb stairs by turning backward to go down on their knees.
- 24-36 months
  - Try to climb stairs to slide down a "big" play structure.
  - Insist on putting on their own coat. "I do it!"
- 3 years
  - Try to buckle their own car seat.
  - Try to zip their coat or tie their shoe.
- 4 years
  - Climb the rock wall on a play structure.
- 5 years
  - Write using invented spelling.

### **3d.** Identify when to seek support.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months

## Attachment B

- Cry when they are hungry, uncomfortable, or need a diaper change.
- 6-14 months
  - Cry when their pacifier or blanket isn't nearby to help soothe them.
- 12-26 months
  - Bring their shoes to an adult for help.
- 24-36 months
  - Ask to be picked up when meeting a stranger.
- 3 years
  - Ask a familiar adult to write their name on their artwork.
- 4 years
  - Ask a familiar adult to start a new program on the computer.
- 5 years
  - Ask a familiar adult or another child to hold the top of a block structure as they build the "tallest" tower.

**3e.** Demonstrate a growing capacity to make meaning, find a solution, or figure something out.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Begin to self-soothe by sucking their thumb.
- 6-14 months
  - Reach for their pacifier or blanket to soothe them when they are upset.
- 12-26 months
  - Make the ASL signs for "more" or "milk" when their sippy cup is empty.
- 24-36 months
  - Use a sponge to paint instead of putting the paint on their hands.
  - Help move pillows to make space to read a story in the cozy corner.
- 3 years
  - Work with other children to complete a floor puzzle.
  - Use a ruler or wand to reach a toy that slid underneath a shelf.
- 4 years
  - Actively participate in a large group discussion to create a list of expectations for the learning environment.
  - Begin to use specific strategies to remember and find matches in a memory card game.
- 5 years
  - Figure out how many snacks are needed for the whole group.
  - Negotiate with other children to decide who goes first in a game.
  - Discuss who will take which role during pretend play.

**Goal 4 Self-Regulation:** Children develop an increasing ability to manage their emotions and behaviors.

**4a.** Manage the ways they express difficult or strong emotions.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Cry when distressed.
- 6-14 months

## Attachment B

- Put their thumb or pacifier into their mouth when distressed.
- 12-26 months
  - Hold a favorite comfort item when distressed.
- 24-36 months
  - Seek out a familiar adult for comfort.
- 3 years
  - Ask a familiar adult for help in handling another child's actions, such as asking another child to stop doing something.
  - Tell someone to "Stop!"
  - With adult guidance, take deep breaths to calm themselves.
- 4 years
  - Walk away from an upsetting situation.
  - Express frustration by stomping their feet or making a growling sound.
  - Tell someone they are being "mean" or doing something upsetting.
  - With adult reminders, take deep breaths and/or talk themselves through their emotions.
- 5 years
  - Explain why they are angry, sad, frustrated, etc.
  - Use self-talk and breathing techniques to help them manage strong emotions.

**4b.** Manage their actions and the ways they communicate, increasingly referring to their previous experiences.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Begin to self-soothe when waiting for attention or to be picked up.
  - Put their thumb or pacifier into their mouth when distressed.
- 6-14 months
  - Move across the floor to get a favorite comfort item.
- 12-26 months
  - Accept redirection from a familiar adult when the toy they want to play with is in use.
- 24-36 months
  - Listen to the story a familiar adult is already reading while holding their choice of book in their lap.
  - With adult support, begin to use words or signs to express their wants and needs.
  - With adult support, wait for their turn with a toy.
- 3 years
  - Engage in a new activity for a short time before returning to a favorite toy or activity.
- 4 years
  - Participate in a group cooking experience, helping to measure the ingredients and then wait for the food to be ready before getting to taste it.
  - Use a paintbrush for an art project because they remember not liking the texture of the paint on their hands.

## Attachment B

- 5 years
  - Wait to eat dessert until the end of their meal.
  - Try not to tell someone about a surprise gift or event.

### **4c.** Consider another's perspective in their learning and interactions.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Touch to explore others' faces as they develop a growing awareness of themselves as separate from others.
- 6-14 months
  - Respond positively to a variety of familiar adults.
- 12-26 months
  - Show preferences for which activities they do with different caregivers, such as gravitating toward one person for stories and songs, but another for active play.
- 24-36 months
  - Recognize that their preferences may be different from others', such as "I like ranch, Mama likes ketchup."
- 3 years
  - Notice and ask questions about differences in physical characteristics. For example: "My skin is dark. Why is Liana's skin so light?" and "Joy has black hair but mine is yellow."
- 4 years
  - Tell about their own family and cultural traditions and notice differences and similarities when others share their stories. "I have Hanukkah and Devon has Christmas, but we both get presents!"
- 5 years
  - Notice and discuss differences between families' beliefs, structures, and expectations.
  - During mealtime, point out that "Zeinab can only eat halal meat," and another child answers, "Well, my family doesn't eat any meat!"
  - Imitate or reiterate things family members have said, such as "My mom says..."

## Social and Emotional Development

**Goal 1 Self-Awareness:** Children recognize and value their own individuality, emotions, and strengths.

**1a.** Demonstrate awareness of and recognize the value of their personal traits, including their strengths and interests.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Look at themselves in a mirror and then point and smile or laugh.
- 6-14 months
  - Repeatedly pull themselves up to standing, laughing, and smiling each time they are successful.
- 12-26 months
  - Pretend to brush their own hair with dramatic play props for a salon.
  - Laugh and say, "Me!" when looking at themselves in a mirror.
- 24-36 months
  - Repeatedly choose to play with the tricycles during outdoor time.
  - Show their artwork to a familiar adult.
- 3 years
  - Choose picture books from the classroom library that have main characters who look like them.
- 4 years
  - Announce successes and accomplishments, such as "Look, I can climb to the top of the slide!"
  - Point out, while a familiar adult reads the book *Abuela* to the group, that the Spanish words sprinkled throughout the story are the same language they speak at home with their family.
- 5 years
  - Struggle with imperfections, focusing on their disappointment that they haven't done something "the right way."
  - Volunteer to explain what the Spanish words in *Abuela* mean while a familiar adult reads the story.

**1b.** Demonstrate willingness to explore independently and try new things.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Reach for a new toy or object that is offered to them.
  - Respond with interest, intense attention, or excitement to new objects and experiences.
- 6-14 months
  - Crawl away from a familiar adult to play with a toy.
- 12-26 months
  - Make a choice between two or more play options (blocks, finger painting).
- 24-36 months
  - Try to do things for themselves, such as putting on a coat or putting away a blanket into a cubby. "I do it!"

## Attachment B

- 3 years
  - Watch other children's play with interest.
  - With encouragement, "join in" with play by sitting down nearby to play with the same objects (such as building their own tower near someone else's construction).
  - Explore new materials or experiences (like a playground structure) with a familiar child or adult.
- 4 years
  - Join a group of familiar children in playing a new game.
  - With encouragement, introduce themselves to an unfamiliar child and go play with them.
- 5 years
  - Watch other children play for a moment or two to get a sense of what's happening and then go to join in.
  - Be reluctant to try new things that may require skills they haven't mastered.
  - May resist repeating experiences they were not previously successful with.

**Goal 2: Self-Management:** Children recognize the connections between their emotions and reactions and begin to control their impulses in different situations.

**2a.** Express their emotions freely, and begin to identify and manage those emotions, with support from familiar adults.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - React to a familiar adult's actions or tone of voice.
  - Laugh at an "over the top" silly face.
  - Relax or calm down when a familiar adult pats them gently or sings quietly to them.
  - Turn away when they don't want something.
  - Cry to express emotion.
  - Smile and laugh when discovering their toes.
- 6-14 months
  - Begin to initiate interactions, such as seeking out a familiar adult for comfort.
  - Begin to more consciously understand that expressing their emotions will prompt a response from caregiving adults, such as clapping and laughing and then looking at a caregiving adult to check for their response.
- 12-26 months
  - Find physical ways to communicate their feelings, such as clapping, throwing, and biting or hitting themselves or others.
  - Seek out a comfort item (stuffy, blanket) when they are feeling sad or anxious.
  - Cry or yell when sad, angry, frustrated, or overwhelmed.
- 24-36 months
  - Begin to label their own emotions. For example, knocking down a block tower, stomping a foot, and announcing, "Mad! Mad, mad, mad!"



## Attachment B

- Shout "No!" and stomp their foot to disagree with a request.
- Move to a familiar adult when seeking comfort.
- Use a combination of verbal and non-verbal communication to express their feelings, such as laughing and calling out, "Whee!" when playing on a slide.
- 3 years
  - Continue to express emotions physically or in big ways, such as squealing and twirling in a circle, throwing a toy, or shouting "No!"
  - With adult support, practice using words or signs to express their emotions, needs, and wants.
  - Announce that "He's funny" when laughing at an adult being silly.
- 4 years
  - Seek out a familiar adult to explain their interpretations of what is happening to cause their emotions. "Billy is being mean to me!"
  - Continue to sometimes express emotions physically, such as knocking down another child's block tower because that child wouldn't let them play.
  - Verbally express what they are feeling.
  - Say, "That was fun!" or "I don't like that," after trying a new activity.
  - With adult support, identify their emotions and use breathing techniques to manage them.
- 5 years
  - Crumple a paper they made a mistake on.
  - Express disappointment in themselves or others by announcing that they "quit" or "hate" the other person.
  - Express themselves through words or signs and attempt to explain the whole story of why they feel the way they do.
  - Use "belly breathing," "bunny breathing," or other techniques to manage their own emotions.
  - Verbally express what they are feeling using a bigger and more detailed vocabulary.
  - Tell a familiar adult that they are mad, angry, or sad because another child took the toy they were playing with.

### **2b.** Demonstrate flexibility and an increasing ability to adapt to changes and setbacks.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Cry to express their needs.
- 6-14 months
  - Turn to a favorite comfort item to calm and comfort themselves.
  - Demonstrate anticipation for what they expect to come next based on consistent, predictable routines.
- 12-26 months
  - Try to do things for themselves beyond their own skill level and get frustrated with their mistakes and difficulties.
  - Show frustration when overwhelmed by a lack of routine or structure.

## Attachment B

- 24-36 months
  - Attempt to do things for themselves or others, sometimes insistently.
  - Have more or less comfort with changes in routine or with attempting new tasks than another child.
  - Make choices from a limited selection of options, such as “Do you want to play with the cars and the blocks, or do you want to fingerprint?”
- 3 years
  - Readily cooperate with routines and tasks when provided with the opportunity to make choices throughout their day.
  - Demonstrate an understanding that different settings have different routines and expectations, such as being able to run on the playground but not indoors or going outdoors for a specific length of time on school days but being able to spend more time in the backyard at their grandparents’ house on the weekend.
  - Tolerate and enjoy a moderate degree of change, surprises, uncertainty, and potentially puzzling events.
- 4 years
  - Manage transitions and follow routines most of the time.
  - With support, retry a difficult task.
  - When a paint stroke spatters across the paper, look to a familiar adult for reassurance, and then with that support, incorporate the spatters into the painting as stars or something else.
  - When it is time to transition from learning centers to lunch, help carry the transition sign around the classroom to inform their peers.
- 5 years
  - Establish and maintain a familiar goodbye routine for separating from a family member at school, such as turning around at the classroom door to blow a kiss goodbye.
  - Follow routines with little prompting, such as going to put a coat on when a familiar adult says, “It’s time to go outside.”
  - Notice that a chosen activity is “full” and make a different choice.
  - Persist in a challenging task, such as putting together a puzzle and working through trying a puzzle piece in different spots until it fits.

**Goal 3: Social Awareness:** Children demonstrate a growing ability to show care and understanding for the way other people feel, and begin to recognize that people may think, feel, and experience things differently from each other.

**3a.** Recognize other people’s emotions and respond with care, sensitivity, and later empathy.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Mimic or imitate others’ facial expressions.
  - Notice and show interest in others’ facial expressions, tones of voice, or actions.
  - Respond to another child crying by beginning to cry.
  - Begin to show awareness of and interest in other babies.
- 6-14 months

## Attachment B

- Begin to anticipate others' facial expressions, such as looking to a familiar adult and smiling when a favorite song is played.
- Respond to a familiar adult's emotional expression, such as laughing when the adult laughs, or crying when the adult is upset.
- Imitate others' actions, such as bouncing or wiggling when others dance.
- 12-26 months
  - Follow older children as they move around.
  - Interact briefly with other children and show enjoyment of that interaction through gestures, vocalizations, and facial expressions.
  - Notice when others are upset and show concern.
  - Try to help someone who is upset, such as by offering a hug or a stuffed animal.
  - Offer a pat on the back or a hug when they notice someone crying.
  - Clap, smile, bounce, or dance when someone else is laughing or showing joy.
- 24-36 months
  - Begin to label their own and others' emotions with increasing accuracy, such as "Papa sad" when their father is crying.
  - Ask questions about others' emotions, such as "Why crying?"
- 3 years
  - Recognize and respond to other children's expression of strong feelings, such as laughing when other children are laughing.
  - Notice and label, with increasing accuracy, non-verbal indicators of others' strong feelings, such as "Jalen's mad!" when another child stomps their foot.
- 4 years
  - Try to predict and identify the cause and/or consequence of others' emotions, such as "My puppy loves me. He barks and wags his tail and licks me when I come home!"
  - Briefly try to help someone who is upset by thinking about that person's specific needs. For example, Donetta is sad, and Francesca gets Donetta's blanket from her cubby to help or goes to tell an adult that Donetta needs help.
  - Notice more subtle expressions of emotion from others, such as recognizing that a child who is standing outside a group of children playing a game might be shy or nervous to join in.
- 5 years
  - Try to predict and identify the cause and/or consequence of others' emotions in stories, such as "I think the pigs are scared of the wolf, even though they're acting brave when they say, 'not by the hair of my chinny chin chin.'" or "I think the wolf is getting angry because the pigs are teasing him."
  - Begin to respond to others with empathy – "I'm sorry your grandma couldn't come to the lunch today, Jordan. You can sit with me and my grandma!"

## Attachment B

- Accurately recognize and label the emotions of others with increasing consistency, especially those who are familiar, but also growing to include strangers and those in stories and other media.

### **3b.** Recognize and respond to social cues.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Turn their head in response to a familiar adult's voice or presence.
  - Begin to smile and engage in serve and return responses with familiar adults.
  - Look attentively at, touch, or explore another person's face.
  - Wave hello or goodbye.
- 6-14 months
  - Mimic others' emotions, such as smiling or giggling in response to another's smile or giggle or crying in response to another infant's cry.
  - Participate in simple back and forth with another child or familiar adult.
  - Begin to imitate others' actions: clapping when they clap or dancing when others move.
- 12-26 months
  - Continue to imitate others' action in a wider variety of situations: notice another child rolling a toy car down a ramp and then do the same, or watch another child run and laugh and then start to run and laugh themselves.
  - Begin to seek out adult reactions to their actions to help them decide whether or not to do it again (fall down and laugh, then check to see if the adult is laughing before standing up and falling down laughing again).
- 24-36 months
  - Respond verbally when interacting with peers (e.g., laughing or babbling).
  - Seek out other children for social interaction, including initiating contact and responding to others.
- 3 years
  - Interact with another child who is playing in the block corner alongside them.
  - Understand facial expressions, vocal tone, and physical tension as cues to engage or not engage with another person.
  - Wave someone "toward them" to show them something or seek help.
- 4 years
  - Comment on what another child is doing.
  - Give a hug to a child who is crying.
  - Begin to play with friends, for example playing games or building together.
  - Talk with other children during snack or mealtime.
- 5 years
  - Understand the difference between helpful and hurtful ways to get something or meet a need.

## Attachment B

- Move a toy or chair out of the path of a child in a wheelchair or walking with leg braces.
- Notice when there is space in a play area for them to join, and recognize non-verbal cues, such as the other children looking up and smiling at them when they approach, as a tool to help them decide if they will ask to join.

**3c.** Demonstrate an understanding that the diverse community of people around them have unique strengths and experiences to share and should be treated with respect.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Begin to recognize their own body parts – find their hands and fingers.
  - Begin to respond to others' actions, facial expressions, and speech through their own vocalizations, movements, and facial expressions.
- 6-14 months
  - Show a growing awareness of their own physical characteristics – seeing themselves in the mirror and in pictures, touching their own nose when asked.
  - Show interest in pictures of themselves and their own families, as well as pictures of other young children.
- 12-26 months
  - Begin to recognize their own belongings in contrast to the belongings of others (such as shoes, clothing, comfort items, etc.).
  - Continue to show interest in pictures of themselves and their own families, as well as pictures of other young children.
- 24-36 months
  - Notice the similarities and differences between their own and others' physical characteristics, such as commenting on their hair being a different color than a friend's.
- 3 years
  - Show increased understanding of their own strengths and interests in contrast to others'. "I'm a good climber!" and "You like purple, but I like green."
  - Describe their interests, ideas, and likes and dislikes when prompted. For example, responding with a color name when a familiar adult asks which colors, they want to play with, or answering a question about their favorite animal.
  - Draw pictures of their family or share a special object related to their family traditions or cultural heritage.
- 4 years
  - Show increased understanding that others have differing interests, thoughts, beliefs, ideas, feelings, and strengths. "Sean is fast when she runs!" "Miguel likes to play in the kitchen."
  - Begin to differentiate themselves more clearly from others. "My dad doesn't like to fish, but me and my grandpa do."
  - Share a story about a family gathering or otherwise describe their connections to their family and community.

## Attachment B

- 5 years
  - Identify themselves as being part of various groups, such as their family, their neighborhood community, their faith, their school community, as well as their racial, cultural, linguistic, and gender identities.
  - Ask for help with something from another child because they recognize it is a strength the other child.
  - Describe themselves and others using multiple characteristics, including physical features, talents, culture, and interests.
  - Share stories about being part of a different group than the one they're talking to. "When I was at the family reunion..."
  - Recognize and name similarities and differences in their roles, expectations, and behaviors across different groups and settings.

**Goal 4: Relationship Skills:** Children interact and communicate to form deep, caring connections, friendships, and other relationships, and to manage conflict.

**4a.** Demonstrate healthy attachment to and trust in familiar adults in their lives.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Calm when comforted by a familiar adult.
- 6-14 months
  - Look for or reach out to a familiar adult.
- 12-26 months
  - Check in for comfort when needed and begin to show confidence in exploring and expressing emotions.
  - Tolerate increasing intervals of separation from a familiar adult.
  - Look back at a familiar adult to reassure themselves that the adult is still present and attentive.
- 24-36 months
  - Periodically return to a familiar adult for a cuddle or hug during their play.
  - Express emotion (sadness, upset) if they realize that a familiar adult has moved on to other activities and is no longer nearby or where they last saw them. "Where did Mama go?"
- 3 years
  - Begin to comfortably interact with an increasing number of significant people in their lives beyond families and primary caregivers.
  - Glance back at familiar adults to reassure themselves they are not "alone."
- 4 years
  - Look to or ask adults for comfort and help when needed.
  - Seek out affection from familiar adults.
- 5 years
  - Show comfort and confidence in expressing themselves to familiar adults.
  - Be eager to share their accomplishments with familiar adults.
  - Sit near or lean against a trusted familiar adult.

**4b.** Demonstrate an ability to initiate and sustain interactions and communication with others, primarily in their home language.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Communicate their needs to familiar adults with a variety of behaviors, including crying or looking at the adult or the object of interest, smiling, and later dropping or banging objects, reaching, or pointing.
  - Show interest in peers: watch or reach out to a peer, imitate a peer's sounds/actions, respond to a peer playing with a toy by watching, touching the peer, or reaching for the toy.
- 6-14 months
  - Engages in back-and-forth interactions with familiar adults (peek-a-boo, making vocalizations in response to adult interaction, imitating facial expressions).
  - Play simple imitation games, such as mimicking another child's sounds or running after another child when that child runs.
- 12-26 months
  - Continue to communicate their needs to familiar adults with a variety of behaviors, including smiling, reaching, or pointing, dropping, or banging objects, and later leading the adult by the hand.
  - Begin to participate in parallel play (playing next to another child with similar toys).
  - Shake/nod their head or say yes/no to indicate their needs and wants.
- 24-36 months
  - Begin to engage in play with other children: participate independently in the same activity and occasionally talk or share toys; sometimes play together with a common goal such as building with blocks or playing pretend.
  - Sometimes take turns when playing with other children.
  - Show increasing interest in interacting with other children.
  - Sometimes engage with adults by saying hello or goodbye without prompting and respond to requests or directions.
- 3 years
  - Show preference for certain children and greet them by name.
  - Communicate their own ideas and ask for help when needed.
  - Begin to build a "toolbox" of strategies to enter into play with others: mimic other children's play (when other children are playing a running game, begin to run and check if they've been noticed and included); make suggestions for other children's play (hold out a lion toy to children building a zoo and say, "You could put the lion in that one!");
  - Engage in simple cooperative play with others and begin to extend the length of that play.
  - Engage in longer reciprocal (back-and-forth) interactions with adults to talk about their experiences. For example, a child might tell a familiar adult, "I went to the zoo!" and then answer a series of questions about what they saw at the zoo.
- 4 years

## Attachment B

- Play cooperatively with others with increasing intentionality, including making plans with other children about what to play and how (the “rules” of their game or play, for example).
- Show excitement or relief when they can make themselves understood in their home language.
- Begin to show interest in the feelings, likes and dislikes, and general wellbeing of familiar adults.
- Engage in longer interactions with both familiar and new adults, with more back-and-forth communication.
- Usually respond to requests and directions from familiar adults.
- 5 years
  - Usually engage with adults by saying hello or goodbye without prompting, respond to requests or directions from familiar adults, and ask or wait for permission from a familiar adult if they are not sure about something.
  - Engage in joint play with others, with increasing intentionality, including making plans for goals, roles, rules, and expectations of their play—and demonstrate willingness to include others’ ideas in that planning.
  - Maintain and show enjoyment (smiles, laughter, etc.) of positive interactions with other children.
  - Add to their “toolbox” of strategies to enter into play with others: suggest something to do together (“Do you want to play hide and seek?”); share a toy (“Do you want to play with my stegosaurus?”); join into existing play (“Can I be the dad in the family?”).
  - Take turns in conversation with other children.

**4c.** Develop and maintain deep, caring connections, friendships, and other relationships with people of various cultures, family structures, home languages, racial identities, genders and gender identities, abilities and disabilities, religious beliefs, and socio-economic classes.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Turn toward a familiar voice.
  - Smile at or reach out to a familiar adult.
  - Quiet when held by a familiar adult.
  - Look at or touch another child’s face.
- 6-14 months
  - Reach out to, touch, or smile at familiar children.
  - Respond positively to familiar adults offering comfort or help in stressful moments.
- 12-26 months
  - Gravitate toward and interact regularly with a small group of other children.
  - Participate in simple interactions with other children, such as passing toys back and forth.
  - Spontaneously hug a familiar adult, family member, or another child they interact with regularly.



## Attachment B

- 24-36 months
  - Continue to gravitate toward and interact regularly with a small group of other children.
  - Sit with other children to play with the same toys, such as playdough or blocks.
- 3 years
  - Show preferences for playing with specific children.
  - Engage in pretend play that allows them to explore the roles of favorite adults.
  - Spontaneously play alongside or join in play with other children, familiar or unfamiliar.
  - With support and prompting, introduce themselves to unfamiliar children.
- 4 years
  - Ask other children and familiar adults questions about their families and home lives.
  - Stand on the edge of a group of children they would like to join.
  - Play with the same few children consistently.
  - Engage in play with unfamiliar children and, with reminders, introduce themselves.
  - Ask to play with a new friend again.
- 5 years
  - Identify “best friends.”
  - Engage in conversation and play with unfamiliar children.
  - Form quick connections with other children who have similar interests or other common ground.

**4d.** Express disagreement and begin to manage conflict in safe, developmentally appropriate ways.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Cry to express their needs, discomfort, and/or frustration.
- 6-14 months
  - Seek out a familiar adult for comfort.
  - Continue to cry to express discomfort and frustration.
- 12-26 months
  - Find physical ways to communicate their frustration, such as throwing or banging toys, or biting or hitting themselves or others.
  - Seek out a comfort item when they are frustrated.
  - Cry or yell when sad, angry, frustrated, or overwhelmed.
- 24-36 months
  - Knock down another child’s block tower because they want to play with the blocks themselves.
  - Shout “No!” and stomp their foot to disagree with a request.
  - Move to a familiar adult when seeking comfort.
- 3 years
  - Continue to express emotions physically or in big ways, such as shouting “No!” when they disagree or don’t want to do something.

## Attachment B

- With adult support, practice using words or signs to express their feelings, as well as the reason for a disagreement or conflict, and their ideas for how to resolve the issue.
- Seek out a familiar adult to help resolve conflicts with other children.
- Use signs, words and phrases that have been modeled for them, when attempting to resolve conflicts. "I don't like that."
- 4 years
  - Seek out a familiar adult to explain their interpretations of what is happening to cause their emotions. "Billy is being mean to me!"
  - Continue to sometimes express emotions physically, such as knocking down another child's block tower because that child wouldn't let them play.
  - With adult support, identify their big emotions and use breathing techniques to manage them.
  - With adult support and reinforcement, listen to another child's perspective about a conflict, and work together to come up with ideas for a resolution.
  - Suggest ideas to help resolve conflicts. "I'm playing with this doll, but you can have that one."
  - Sometimes take turns or work out other small conflicts with other children.
- 5 years
  - Express disappointment in others by announcing that they "hate" the other person.
  - Express themselves through words or signs and attempt to explain the whole story of a particular conflict and why they feel this way.
  - With reminders, use "belly breathing," "bunny breathing," or other techniques to manage their own emotions during a conflict.
  - Tell a familiar adult that they are mad, angry, or sad because another child took the toy they were playing with.
  - Negotiate with other children to decide who will get the first turn, with adult support.
  - Share, and ask to share, toys with other children, most of the time.
  - Apologize for stepping on another child's toy.
  - Seek out a familiar adult when they need help to resolve a conflict.

**Goal 5: Responsible Decision-Making:** Children demonstrate an awareness of the ways their choices and actions may impact the emotional and physical well-being of themselves and others.

**5a.** Begin to make choices that reflect their understanding of fairness and unfairness, as well as the boundaries and expectations of various situations.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Cry when another child takes the toy they were playing with or wanted to play with.

## Attachment B

- 12-26 months
  - Explore the boundaries of acceptable behavior or actions in a given situation, such as stepping a few feet past a line they were told to stop at and looking back at a familiar adult.
  - Practice their new climbing skills by continuing to climb on top of a low table repeatedly, even after being taken down and told that it's not safe.
- 24-36 months
  - Hit another child while saying "ouch!" or touch an off-limits item while saying "no!"
  - Be unsettled by changing expectations or routines, and may express that through tears, or refusal to participate.
- 3 years
  - Point out that they are "allowed" to do something or behave a certain way in another situation – "But Papa says I can!"
  - Inform other children of an expectation they're not following, for example "You can't climb on that!"
- 4 years
  - Tell a familiar adult when other children aren't following expectations or boundaries, such as "Arisa didn't put the markers away."
  - Expect fairness in all situations.
  - Expresses frustration when boundaries or expectations are not applied consistently – "That's not fair" and "Why can't I do that too?"
  - Question a familiar adult's instructions ("Why do I have to do that?") while another child quietly and immediately complies.
- 5 years
  - Recognize and express frustration or confusion about the differences between their own families' expectations and the expectations of other families for their children – "But Salim's mom lets him do it!"
  - Verbalize or demonstrate their internal debate around whether or not to break a rule or follow expectations – "I want more crackers, but Mr. Taylor told me to wait."

**5b.** Show a desire to positively participate in their community (family, learning environment, school, community) through showing care and consideration for others.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Look at others attentively.
  - Touch others' faces.
- 6-14 months
  - Make sounds directed at other children.
  - Recognize familiar adults and other children by their voices, such as turning toward a familiar child when they begin to babble.
  - Smile and reach out when they see their primary caregiver.
- 12-26 months
  - Engage with their environment after drop-off time, being willing to join in with activities and play opportunities.

## Attachment B

- 24-36 months
  - Begin to attend to and engage with stories, songs, and other activities for increasingly longer periods of time.
  - Begin to engage with day-to-day activities with increasing levels of participation, interest, and responsibility. For example, picking up the toys they played with and later, with adult support, moving throughout the room to help tidy other areas as well.
- 3 years
  - Express spontaneous affection—running up to give a hug, for example—to the people with whom they spend a lot of time.
  - Engage with their day-to-day routines with increasing levels of interest, participation, and responsibility, such as taking on the role of “gardener” to water the plants or offering their opinion on which of two story choices they should read as a group.
- 4 years
  - Participate in a group discussion to decide on classroom expectations.
  - Repeat the language of a particular classroom expectation when they see another child acting outside that boundary.
  - Follow expectations or boundaries set in varying situations, most of the time.
  - Show increasing comfort in taking on different roles in their environment (e.g., helping others, turning off the water, holding the door).
  - Put their own belongings away with prompting.
- 5 years
  - Participate in a group discussion to decide on expectations for the learning environment and offer detailed suggestions.
  - Continue to follow expectations or boundaries set in varying situations, most of the time.
  - Care for the environment with increasing responsibility and skill (e.g., cleaning up, wiping the table, flushing the toilet, helping others).
  - Offer help to peers when they notice someone is struggling with an activity.
  - Put their own belongings away without prompting, most of the time.

## Physical Development and Health

**Goal 1 Body Awareness:** Children begin to understand their bodies and how they function.

**1a.** Use their senses (hearing, vision, taste, touch, smell) and their voices to perceive and respond to the world around them.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Startle and then turn toward noises, including voices. (Startle response begins to decrease around 6 weeks through 6 months.)
  - Recognize and respond to smells in the environment – for example, being comforted by smells related to familiar adults.
- 6-14 months
  - Show preferences for specific blankets or toys by moving toward the things they want or away from things they do not want.
  - Show preferences for different tastes and textures in food by leaning toward food they want more of or spitting out something they didn't enjoy.
  - Move toward people they want to interact with.
- 12-26 months
  - Show interest in new foods based on texture and taste.
  - Interact with toys that make noise (or that represent real-life objects that make noise) and mimic that sound.
  - Put things in their mouth to check how it tastes and if it is edible.
- 24-36 months
  - Continue to develop their food preferences by feeding themselves.
  - Tell a story based on the pictures in a familiar book.
  - Suck their thumb, carry a blanket, or use other self-soothing methods.
- 3 years
  - Smell smoke from a bonfire outside and tell a familiar adult about it.
  - Take a drink of milk and recognize that it tastes bad and tell a familiar adult.
  - Feel a bump on their arm and tell a familiar adult it is itchy.
  - Identify smells (like spices or familiar smells) from smelling jars.
- 4 years
  - Smell food being delivered for lunch and say, "That smells like chicken!"
  - Taste different foods and decide if they like them or not.
  - Close their eyes and identify different animal noises being played through a speaker.
- 5 years
  - Describe and sort foods based on their senses, such as sorting foods by color or by texture.
  - Participate in a group activity to create a book with lists and/or illustrations of ways they used each of their senses that day.

**1b.** Recognize parts of the human body and how their body helps them engage with their environment.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Look closely at their fingers and hands and experiment with moving them.
  - Explore their feet and toes by bringing them to their mouth as they begin to recognize them as part of their own bodies.
  - Begin to show distress when a familiar adult leaves their vision, as they begin to recognize that they are an individual, separate from their caretakers.
  - Attempt to crawl by getting up on their hands and knees to rock back and forth and, with practice, moving backward and/or forward.
- 6-14 months
  - Wave bye-bye when someone is leaving.
  - Point to something to demonstrate that they want an object that is out of reach.
  - Understand basic words or signs for their body, such as hands and feet.
  - Use objects in the environment to pull themselves up to standing.
  - Use their hands and arms to help them balance as they eventually begin to walk.
- 12-26 months
  - When encouraged to play with a riding toy, push it with their arms or sit on it and push with their legs.
  - With encouragement, point to a doll's nose or hand.
  - Use a pincer grasp or utensils and a cup to feed themselves.
- 24-36 months
  - Attempt to wash their face with a washcloth.
  - Begin to dress and undress themselves by pulling up their pants and removing socks and shoes.
- 3 years
  - Use their foot to open a garbage can with a foot lever.
  - Use their head and elbows while playing soccer.
  - Point to the correct body parts when dancing to "Head, Shoulders, Knees, and Toes."
- 4 years
  - Identify their pinky finger while giving a "pinky promise."
  - Wrap a pipe cleaner around their finger to make it spiral.
  - Hold up the correct number of fingers when a familiar adult says, "Show me 5 fingers!"
- 5 years
  - Use the correct body parts when dancing to "The Hokey Pokey."
  - Demonstrates to a peer how to do the pinch and zoom gestures with their finger and thumb on an iPad.

## Attachment B

**1c.** Explore and begin to perceive depth, distance, size, and the relationship between their own body and the space around them.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Turn their head from side to side to see a person or something around them.
  - Roll over and reach for objects nearby.
- 6-14 months
  - Move across the floor to get to a favorite toy.
  - Turn backward to crawl down a step more easily.
  - Scoot to sit on the edge of a step.
  - Stack blocks or other objects.
- 12-26 months
  - Throw bean bags in a basket.
  - Reach for a familiar adult for help when trying to move over or around a piece of furniture.
  - Push a toy grocery cart or riding toy without running into other objects, most of the time.
- 24-36 months
  - Fill and dump containers and begin to notice that some containers hold more or less when engaging in sand and water play.
  - Explore the varying boundaries of personal space when playing with other children.
  - Kick or throw a large ball back and forth with a familiar adult.
- 3 years
  - Notice that they have grown taller than a toy slide they used to play on.
  - Move through a simple obstacle course without knocking things over.
  - Use distance vocabulary, such as "near" and "far."
- 4 years
  - Toss or roll a ball to another child with increasing accuracy.
  - Stretch out on the floor to compare their height to another child's height.
  - Explore how their bodies fit into different spaces, such as whether a tunnel is too small for their shoulders to fit through or if their body will fit into a cardboard box.
  - Dodge around other children when running, most of the time.
- 5 years
  - Adjust their speed and strength when throwing a ball at targets that are closer or farther away.
  - Duck their head when walking under the slide.
  - Move through an obstacle course, most of the time.

**1d.** Coordinate movements across and on both sides of the body.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Reach for a toy being extended to them with the hand on the side of their body closest to the toy.

## Attachment B

- Grasp a rattle or other toys with both hands.
- Swing their leg across their body to help them roll over.
- Reach for their foot with the opposite hand.
- 6-14 months
  - Imitate another person clapping their hands.
  - Turn the pages of a board book as an adult reads with them.
- 12-26 months
  - With reminders and support, pick up toys.
  - Transfer an object from one hand to the other.
- 24-36 months
  - Take off their coat and hang it on a hook.
  - Push themselves using their feet on a riding toy.
- 3 years
  - Use both hands to touch their body parts during "Heads, Shoulders, Knees and Toes."
  - Reach across their body to pick up a crayon.
- 4 years
  - Attempt to tie their shoes.
  - Ride a tricycle during recess.
  - Begin to show preference for a dominant hand (left/right handedness).
- 5 years
  - March in place while touching their right elbow to their left knee as it rises, and their left elbow to their right knee when it comes up.
  - Copy dance moves from another person or from a video.

### **1e.** Explore and stretch the boundaries of their current physical abilities.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Squirm and stretch their body to look at or reach for objects and people.
  - Keep their head raised during tummy time.
  - "Army crawl" or scoot on their belly across the floor.
  - Swing a leg across their body to roll over.
  - Hold themselves in a sitting position after being placed there.
- 6-14 months
  - Sit up on their own and eventually kneel.
  - Use their emerging pincer grasp to pick up small objects.
  - Use a piece of furniture to pull themselves up and shuffle from one end of the furniture to the other.
- 12-26 months
  - See a toy and crawl or walk in that general direction to pick it up.
  - Stack or fill a container with toys.
  - Push themselves on simple riding toys.
- 24-36 months
  - Climb stairs or other playground/large motor equipment.
  - Climb on chairs, tables, and other raised furniture.
  - Rotate a knob on a toy and/or twist open the lid of a container.



## Attachment B

- 3 years
  - Try to walk the length of a balance beam or curb, over and over.
  - Ride a balance bike or scooter.
- 4 years
  - Ride a bike with training wheels.
  - Climb to a higher spot on a climbing wall.
  - Try to climb monkey bars independently.
- 5 years
  - Ride a bike without training wheels.
  - Ask a familiar adult how long it takes to run around the playground and then try to beat that time.
  - Develop their own challenges, such as putting bean bags on a balance beam and avoiding the bean bags when crossing the balance beam.

**1f.** Show respect for the varying physical skills and abilities of themselves and others.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Watch the actions of children and adults around them.
- 6-14 months
  - Mimic the actions of others (i.e., bounce, rock, etc.).
- 12-26 months
  - Point or ask simple questions about a new activity.
  - Call attention to new toys in the learning environment by pointing or asking questions.
- 24-36 months
  - With encouragement, offer another child one of the fruit toys they have collected from the dramatic play area.
  - With support, share a doll with another child who is watching them.
- 3 years
  - Help another child find their sleeve when putting on their coat.
  - Work with another child to stack blocks into a tower.
- 4 years
  - Help a friend on the swing by pushing their back.
  - Help a classmate zip their coat.
- 5 years
  - Show a classmate how to pedal a bike.
  - High-five a classmate after racing them.
  - Ask a friend for help tying their shoes.

**Goal 2 Large Motor:** Children explore and begin to develop skill in using their large muscles.

**2a.** Develop strength and stamina in their large muscles through repeated use.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Kick at a musical toy that produces noise when struck.
  - Hold up their head during tummy time.
  - Attempt to rock from side to side in an effort to roll over.

## Attachment B

- Begin to roll to their back and later to their belly.
- Begin to hold their body upright when placed in a seated position.
- Push themselves to an "all fours" position to crawl and later kneel.
- 6-14 months
  - Use a piece of furniture to pull themselves up and shuffle from one end of the furniture to the other.
  - Hold onto a familiar adult's hands to pull themselves up and take steps.
  - Move through each step of the process from sitting to standing (move to "all fours" and then from knees to feet, then standing).
- 12-26 months
  - Climb up stairs with support, placing one or both feet on each step.
  - Climb and use age-appropriate playground equipment.
- 24-36 months
  - Participate in simple exercises, such as marching, touching toes, jumping up and down.
  - Throw or roll and catch a large ball with some accuracy.
- 3 years
  - Run races with friends.
  - Climb on large motor equipment faster and with more confidence.
  - Pedal a tricycle as fast as they can.
  - Hang from the monkey bars.
- 4 years
  - Pedal a bike faster after using it every day during recess.
  - Throw a ball farther than before.
  - Begin to move across the monkey bars.
- 5 years
  - Measure the distance they jump and try to jump farther.
  - Practice to increase the number of times they can dribble a basketball or soccer ball.
  - Move all the way across a set of monkey bars.

**2b.** Explore and develop more precise control over their large muscle movements, including moving in rhythmic patterns as well as using their muscles to move objects in their environment with increasing coordination.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Look and reach for objects, such as, a mobile.
  - Lift their head while on their stomach and look side to side.
- 6-14 months
  - Move around in one of many modes of crawling, going longer distances at quicker paces.
  - Balance themselves to take steps and hold toys at the same time.
- 12-26 months
  - Roll or kick a ball back and forth with a familiar adult.
  - Start to move and "dance" to music.
- 24-36 months
  - Play games like "Hokey Pokey" or "If You're Happy and You Know It."

## Attachment B

- Move or crawl under a chair to reach for toys.
- 3 years
  - Practice kicking a ball into a net from varying distances.
  - Shake and turn a parachute to the directions in a song.
  - Move through a simple obstacle course.
- 4 years
  - Toss a ball to another child with more accuracy.
  - Follow the directions in a movement song.
  - Tap a pattern with rhythm sticks.
- 5 years
  - Dribble a soccer ball with their feet.
  - Skip with coordination and alternating foot and arm movements.

**2c.** Use their large muscles for stationary and traveling movements, such as sitting upright, walking, climbing, rolling a wheelchair or walker, etc.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Sit up with support.
  - Roll over and start to crawl.
- 6-14 months
  - Use furniture and other objects to stand and walk.
- 12-26 months
  - Shake, wiggle, and turn around.
  - Begin to climb stairs with support.
- 24-36 months
  - Climb on outdoor/large motor equipment.
  - Begin to run.
  - Move in, out, and under objects.
- 3 years
  - Roll themselves up a ramp in their wheelchair.
  - Practice dribbling a basketball.
  - Climb on a short rock wall.
- 4 years
  - Run across the playground without falling.
  - Balance while sitting on a yoga ball.
- 5 years
  - Walk across a balance beam.
  - Balance on one foot.

**Goal 3 Fine Motor:** Children explore and begin to develop skill in using their small muscles.

**3a.** Explore and develop more precise control over the movements of their tongue and facial muscles.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Start or stop sucking while drinking a bottle.
  - Move from coo to babbling and making sounds that begin with p, b, and m.

## Attachment B

- Begin to smile and frown.
- Push food out of their mouth with their tongue.
- 6-14 months
  - Gag less frequently.
  - Chew softer lumps and keep most of the food in their mouth.
  - Try new foods with different textures.
  - Eat harder foods once their teeth have erupted.
  - Begin to babble more and eventually begin to speak their first words.
  - Begin to use a closed cup (sippy cup) for drinking.
  - Imitate the facial expressions of familiar adults.
- 12-26 months
  - Use many different consonant sounds.
  - Begin to drink from an open cup.
- 24-36 months
  - Use k, g, f, t, d, and n sounds.
  - Speak in a way that is understood by family members and friends.
  - Cope with most textures and foods that are offered, though their chewing skills are still maturing.
- 3 years
  - Use a straw to blow a feather across the table.
  - Use a straw to drink.
  - Make happy, sad, angry, and surprised faces while looking at themselves in a mirror.
  - "Blow" their nose when a familiar adult holds a tissue (both nostrils at once).
- 4 years
  - Attempt to wink.
  - Try to roll their tongue after seeing someone else do it.
  - Make different faces when a familiar adult asks them "What does mad/sad/happy/etc. look like?"
  - Say most sounds correctly. (l, s, r, v, z, ch, sh, and th may still be challenging.)
- 5 years
  - Say more complex sounds (e.g., alveolar sounds (t, d, n).
  - Wink, wiggle their ears, and other facial "tricks."
  - "Blow" their nose independently (one nostril at a time).

**3b.** Explore and develop more strength and precise control over their hands and fingers.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Grip and squeeze the fingers of other people's hands.
  - Hold on to objects with their hands.
  - Begin to pick up small items.
  - Begin to transfer objects from one hand to another and release their grasp voluntarily.

## Attachment B

- 6-14 months
  - Begin to pick items up by pinching them with their index finger and thumb.
  - Coordinate picking up small food items and transferring them to their mouths.
- 12-26 months
  - Use jumbo crayons for marking and drawing on paper.
  - Hold an object in one hand and transfer it to the other hand.
- 24-36 months
  - Begin to make more intentional marks on paper.
  - Turn knobs and unscrew lids.
  - Begin to use one hand more predominantly.
  - Fasten and unfasten clothes.
- 3 years
  - Use scissors to snip paper, and later cut in a line.
  - Squeeze and roll playdough.
  - Unzip their coat and finish zipping when someone else gets it started.
- 4 years
  - Manipulate playdough into different shapes.
  - Squeeze a hole puncher until it successfully punches a hole in paper.
  - Cut purposefully with scissors.
  - Begin to follow a predefined path when cutting.
  - Hold a pencil with full control.
  - Begin to zip their coat independently.
- 5 years
  - Tighten nuts onto bolts with their fingers.
  - Stretch small rubber bands around a tongue depressor several times.
  - Stretch rubber bands across a pegboard to make shapes.

### **3c.** Develop more precise hand-eye coordination.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Coordinate their head and eyes to move up and down together.
  - Watch their own hands move.
  - Eventually look at an object, then reach for it.
- 6-14 months
  - Stack blocks or rings.
  - Use a spoon to feed themselves.
- 12-26 months
  - Roll a ball and begin to catch balls returned to them.
  - With support, turn the pages of a book.
- 24-36 months
  - Put together puzzles with large pieces and knobs.
  - Turn the pages of a book independently.
- 3 years
  - Place small pegs in a pegboard.
  - Sort small rocks by size.
  - Thread a shoelace or thick string through lacing cards.

## Attachment B

- String big wooden beads onto shoelaces or pipe cleaners.
- 4 years
  - String smaller beads onto a pipe cleaner.
  - Stacking small cubes in a tower.
  - Use a mouse to control the cursor on a computer screen.
  - Continue to use lacing cards with thinner string and more complex designs.
  - Use child-safe tweezers to move pom-poms from one bowl to another.
  - Follow a magnetic maze with a magnet stick.
- 5 years
  - Catch a ball.
  - Practice tying their shoes.
  - Hit a ball with a paddle or a bat.
  - Color in a circle they have drawn.

**Goal 4 Personal Care and Hygiene:** Children recognize and practice the ways they can support and advocate for their own needs and the safety of themselves and others.

**4a.** Begin to understand the connections between physical activity, hygiene, nutrition, emotional wellness, and physical health.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Refuse a bottle while crying because they are tired.
  - Allow a familiar adult to wash their hands before and after eating, after outdoor times, and after diaper changes.
- 6-14 months
  - Push toys away, yell, or cry when they are tired or hungry.
  - Continue to allow a familiar adult to wash their hands before and after eating, after outdoor times, and after diaper changes.
- 12-26 months
  - Communicate basic needs and wants with signs or words in their home language, such as, “Sleepy.”
  - Begin to participate, with support such as hand-over-hand guidance, in handwashing routines before and after meals, after outdoor times, as well as after diaper changes.
- 24-36 months
  - Communicate to a familiar adult when they do not feel well.
  - Participate in handwashing routines with support, including before and after meals, after toileting, and after outdoor times.
- 3 years
  - Pick up a box and announce, “I’m so strong!”
  - Run around the playground after having a disagreement with another child.
  - With prompting, wash their hands independently, before and after meals, after toileting, and after outdoor times.
- 4 years
  - Ask a familiar adult, “Is this healthy for me?”
  - Say, “I’m going to be tired!” after running around at recess.

## Attachment B

- Follow handwashing routines independently and without prompting, sometimes.
- 5 years
  - Eat the healthy part of lunch first and save dessert for last.
  - Communicate why they are upset and brainstorm solutions with a familiar adult.
  - Follow handwashing routines independently and without prompting, most of the time.

### **4b.** Become aware of some ways germs and illnesses can be spread, and some symptoms of illness.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Try to put new objects in their mouths to explore them.
  - Allow a familiar adult to wash their hands before and after eating, after outdoor times, and after diaper changes.
- 6-14 months
  - Anticipate and cooperate with daily hygiene routines like washing hands, blowing nose, or holding and chewing on a toothbrush with help from adults.
- 12-26 months
  - With repeated prompting, support, and redirection, stop unhealthy behaviors (putting non-food items in their mouths, for example).
  - Begin to participate, with support such as hand-over-hand guidance, in handwashing routines before and after meals, after outdoor times, as well as after diaper changes.
- 24-36 months
  - Participate in handwashing routines with support, including before and after meals, after toileting, and after outdoor times.
- 3 years
  - With reminders, cough, and sneeze into their elbows.
  - Tell a familiar adult they have a runny nose and need a tissue or, sometimes, feel their nose running and grab a tissue on their own.
  - With prompting, wash their hands independently, before and after meals, after toileting, and after outdoor times.
- 4 years
  - Get a tissue for another child with a runny nose.
  - Tell someone not to touch them after seeing them lick their hand.
  - Cough and sneeze into their elbow.
  - Follow handwashing routines independently and without prompting, sometimes.
- 5 years
  - Follow handwashing routines independently and without prompting, most of the time.
  - Sing the alphabet song when they wash their hands.
  - Approach a familiar adult to announce that they are sick or "don't feel good" when they are coughing, have a runny nose, or feel feverish.

**4c.** Demonstrate increasing awareness of safe boundaries and safety routines.  
Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Attempt to crawl or climb on unsafe surfaces until a familiar adult intervenes.
  - Reach for objects of interest, regardless of if it is safe to do so.
- 6-14 months
  - Cling to a familiar adult while being held.
  - Cry and reach out to a familiar adult when a new person approaches them.
- 12-26 months
  - Cry, show anxiety, or throw a tantrum when a familiar adult leaves.
  - Respond to warnings from a familiar adult, such as "No, no, it's hot."
- 24-36 months
  - With support, hold a familiar adult's hand to cross the street.
  - Approach unfamiliar people but look back to a familiar adult for assurance.
- 3 years
  - With reminders, line up at the door as the fire alarm is going off.
  - Move away from others at large group time so they have more space.
  - Move away from a child who is kicking blocks over.
  - Say, "look both ways" before crossing the street with an adult.
- 4 years
  - Put their hands up to block a child from hitting them.
  - Walk with scissors held in a fist grasp.
  - Participate in a group discussion of how to be safe and give examples such as walking when they are inside, respecting others' bodies and personal space, and staying with their group.
  - Tell other children to come to the door and line up when the fire alarm goes off.
- 5 years
  - Wait at a sidewalk intersection until the "WALK" signal lights up, then look both ways before continuing.
  - Independently put on a bike helmet before getting on their bike.
  - Ask for help getting down if they are too high on a climber.
  - Identify areas of the playground that are off-limits for children.
  - Explain to another child where to go during fire or tornado drills.

**4d.** Show increasing ability to perform self-care routines and tasks.  
Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Kick arms and legs while a familiar adult bathes them.
  - With support and guidance, hold their hands around a bottle while drinking.
- 6-14 months
  - Fuss to indicate a wet or soiled diaper.
  - With support, begin to drink from a bottle independently.



## Attachment B

- 12-26 months
  - Hide behind a chair or sit under a table when having a bowel movement.
  - Use utensils and closed cup to feed themselves.
  - Independently use a closed cup.
- 24-36 months
  - Use a toothbrush with adult support.
  - With adult support, drink from an open cup, sometimes.
- 3 years
  - Put the end of their zipper in but not yet pull it up.
  - Start using the bathroom without assistance.
  - Put things in their backpack to go home but forget to close it.
  - Drink independently from an open cup.
  - Pass out cups to each child at snack time.
- 4 years
  - Ask for a bandage when they are bleeding.
  - Attempt to dress themselves for the weather before going outside.
  - Count plates and cups to make sure there is enough for everyone to eat snack.
- 5 years
  - Follow classroom routines independently, such as putting library books in a bin, making lunch choices, and hanging up their coat, most of the time.
  - Use scissors to open a package of crackers instead of asking for adult support.

**Goal 5 Nutrition:** Children experience and become aware of the ways foods and drinks affect their bodies.

**5a.** Become aware of and respond to feelings of thirst, hunger, and fullness.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Turn their head away from a bottle when their tummy feels full.
- 6-14 months
  - Point to a cup when thirsty.
- 12-26 months
  - Take food off another child's plate when hungry.
  - Say, "Hungry" when pointing to another child's food.
- 24-36 months
  - Communicate to a familiar adult when they are hungry, thirsty or have had enough to eat.
- 3 years
  - Get their water bottle when they are thirsty.
  - Ask for their water cup to be refilled for a drink.
- 4 years
  - Say, "I'm full," before throwing away the trash from their lunch.
  - Tell a familiar adult that their belly is growling.
- 5 years
  - Independently refill their water bottle.

## Attachment B

- Get their own snack and sit down to eat it.

### **5b.** Show interest in new or different tastes, smells, and foods.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Feel the texture of mashed potatoes by squeezing them between their fingers and putting them in their mouth.
- 6-14 months
  - Reach for another child's food.
- 12-26 months
  - Taste an apple's stem to test if it is food or not.
  - Point to foods that look different from their own and ask, "...That?" to indicate interest.
- 24-36 months
  - Ask to try what a familiar adult or other children are eating.
- 3 years
  - Sample a variety of apple types.
  - Ask a familiar adult about what someone else is eating, when it is a food, they aren't familiar with.
  - With modeling and guidance, respond to other children eating unfamiliar foods as a normal situation, most of the time.
- 4 years
  - Try a new food after watching a familiar adult eat it.
  - With modeling and support, ask another child about the unfamiliar food they are eating—what it tastes like, what's in it, etc.—sometimes.
  - Ask, "What's that smell?" when lunch is delivered.
- 5 years
  - Sort scented markers in groups of smells they like or do not like.
  - Taste test different fruits they have not eaten before.
  - Ask another child about the unfamiliar food they are eating—what it tastes like, what's in it, etc.—most of the time.

### **5c.** Develop an understanding of food groups and how different foods affect their bodies.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - "Root" with their mouth before breastfeeding or open their mouth when they see a bottle.
  - Show symptoms of an allergy after eating, such as vomiting or rash.
- 6-14 months
  - Spit out new foods until they have tried them multiple times.
- 12-26 months
  - Use utensils and closed cup to feed themselves, allowing them to make their own choices about what to eat in which order.
- 24-36 months
  - Express preferences about foods based on taste, texture, and sometimes color.
  - Refuse foods that make their bodies feel uncomfortable.

## Attachment B

- Identify some foods, such as fruits and vegetables, are grown on farms, sometimes.
- 3 years
  - Separate play foods into “anytime foods” and “sometimes foods.”
  - Help a familiar adult pass out cheese and crackers.
  - Say, “I can’t eat strawberries because they make my belly feel yucky.”
  - Remind a familiar adult to also grab the ‘special’ milk for them.
  - Identify a variety of foods and livestock that typically come from farms/ranches.
- 4 years
  - Tell another child that carrots are good for eyesight.
  - After washing hands, help prepare snack by counting how many people are eating and making sure there is enough for everyone.
  - Ask if a food is a fruit or vegetable.
  - Tell another child or familiar adult that they are allergic to (or “can’t have”) peanuts.
  - Remind a familiar adult that they can’t have pork sausages.
- 5 years
  - Sort food by food groups—fruit, vegetable, grain, protein, and dairy.
  - Help a familiar adult measure and mix to prepare a fruit salad.
  - Ask a familiar adult if their snack or lunch contains something they are allergic to.
  - Point out that yogurt is made from milk, which comes from a cow.
  - Sort photos of foods into a Venn diagram with categories such as “foods that are grown in the ground,” “foods that come from animals,” and “both.”

**5d.** Develop a growing understanding of the importance of staying hydrated, and how dehydration can affect their bodies.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Whimper to indicate interest in breastmilk or formula.
- 6-14 months
  - Begin to drink from a bottle independently.
- 12-26 months
  - Independently use a closed cup.
- 24-36 months
  - Tell a familiar adult they are thirsty after playing outside.
  - Drink from an open cup, sometimes.
- 3 years
  - Make observations during an experiment with plants where one gets water, and one doesn’t.
  - Drink independently from an open cup.
  - Forget to drink water when busy with an activity.
- 4 years
  - Tell a familiar adult that drinking water is good for their bodies and brains.

## Attachment B

- 5 years
  - Fill their own water bottle when it is empty.
  - Ask for water with a meal.
  - Point out that people need water to live, just like animals and plants.

## Communication, Language, and Early Literacy Development

**Goal 1 Receptive Language:** Children develop an understanding of language, beginning with their home language or dialect.

**1a.** Demonstrate understanding of increasingly complex language, including non-verbal cues.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Turn to look when a familiar adult speaks.
  - Exchange smiles and other facial expressions or vocal interactions with a familiar adult.
  - Make eye contact during face-to-face interactions.
  - Change focus or look at a person or object being talked about by a familiar adult, during a face-to-face interaction.
  - Watch a familiar adult's face and hands when they are talking or gesturing.
  - Show interest in songs and stories with repetition.
- 6-14 months
  - Demonstrate their understanding through gestures, language sounds, and facial expressions when a familiar adult communicates nonverbally, or verbally in their home language, such as by bouncing or wiggling when asked if they are hungry or want a bottle.
  - Turn their head when someone calls their name.
  - Mimic the facial expressions of a familiar adult, such as by smiling when a family member smiles at them.
  - Respond to different tones of voice.
  - Recognize familiar songs, fingerplays, and routines.
  - Respond with gestures, signs, sounds, or simple words when a familiar adult asks routine questions in their home language, such as pointing to a picture of a cow when a familiar adult says "¿Dónde está la vaca?"
- 12-26 months
  - Look at and/or point to a person whose name was said aloud. Point or gesture to that person when a familiar adult is pointing to or naming the person, such as by pointing to or moving toward a family member when a familiar adult asks, "Who do you see?" at pick-up time.
  - Listen and respond to stories, rhymes, and fingerplays.
  - Respond to simple questions, such as by pointing to their choice when a familiar adult holds up a cup of milk and a cup of water and asks, "Do you want water or milk?"
- 24-36 months
  - Begin to respond to statements by anticipating next steps, such as by looking at or moving toward the bookshelf when a familiar adult says that it is time to read books together.
  - Recognize some signs, words, phrases, and simple sentences, such as by pointing to the adult cat in a picture of a cat with kittens when a familiar adult asks, "Which one is the mama cat?"
  - Echo repeated sounds and words in a song, chant, or a story being read aloud.

## Attachment B

- Show interest in language play by participating in songs, rhymes, and interactive stories, such as touching their head, shoulders, etc. based on the directions in "Head, Shoulders, Knees, and Toes".
- 3 years
  - Participate in conversations by showing attention and acknowledging comments or questions, either spoken or signed.
  - Pick out a book from the bookshelf and bring it to a familiar adult when asked to choose the next story to read.
  - Bring the box of dinosaurs to the carpet when a familiar adult tells them that dinosaurs are one of the choices to play with.
  - Respond yes or no (or nodding/shaking their head) when asked "Do you want to go outside?"
  - Listen as a familiar adult describes an idea or clarifies the meaning of a word.
  - Answers questions or points to objects/people when asked questions such as "Who do you want to play with?" "What colors will you use to color the dinosaur?" "Where is your backpack?" or "What do you want to play with?"
- 4 years
  - Listen to a story about a boy in the rain and respond with reasons from the story when asked "Why did the boy in the story have wet shoes?"
  - Answer when asked questions such as "Why do you think your friend is sad?" "What happened to the block tower when you bumped into it?" "Who can you ask for help with that?" or "Where could we look to find the answer to that question?"
  - Listen attentively to a peer or adult when it is that person's turn to talk during a conversation.
  - Actively listen to short presentations and remember some details.
- 5 years
  - Show attention during longer and more complex conversations, either spoken or signed.
  - Show attention during primarily receptive interactions, such as listening to a book being read aloud, by nodding, gesturing, interrupting to ask a related question, etc.
  - Retell or use picture cards to identify the major events in a story they just listened to.
  - Participate in a group conversation by communicating their own perspective when asked, such as by explaining that the classroom hamster likes yogurt treats during a discussion about making sure their pets have what they need to be healthy and happy.

### **1b.** Follow increasingly complex directions.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Turn their head where directed when a familiar adult says, "Oh, look at that!"

## Attachment B

- Opens mouth for spoonful of food when a familiar adult says, "Open wide!"
- 6-14 months
  - Move toward a familiar adult when asked to "come to Mr. Jerome."
  - Put a toy in a familiar adult's hand when the adult holds out their hand and says, "Can I have the toy?"
- 12-26 months
  - Respond by waving when a familiar adult waves and says, "Wave bye-bye to Mommy!"
  - Point to characters or other pictures in a story when asked.
- 24-36 months
  - Follow one-step directions such as "Find your blanket," or "Paint with your fingers on the paper."
  - Show understanding by complying with simple instructions.
- 3 years
  - Follow one- or two-step directions that involve familiar experiences or objects, such as "Pick up the ball and roll it to me," or "Choose a book and come sit down."
  - Respond to repeated signs, words, and phrases with gestures and body movements.
- 4 years
  - Follow multi-step instructions, such as "Put away your markers, choose a book, and come join us on the carpet."
- 5 years
  - Follow increasingly detailed, multi-step instructions, such as "Please put away your markers and put your picture in your cubby, then choose a book and join us on the carpet."

**Goal 2 Expressive Language:** Children use language to express themselves to others, beginning with their home language.

**2a.** Communicate using increasingly understandable language, including sounds, gestures, signs, words, and language expressed using assistive devices.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Use gestures and vocalizations such as cooing or crying to communicate their needs, interests, and emotions.
- 6-14 months
  - Use increasingly complex and/or specific vocalizations and gestures to communicate their needs, interests, and emotions, such as signing "more" to ask for more snacks.
  - Point to a toy they want to play with.
  - Repeat sounds and sometimes words made by familiar adults.
- 12-26 months
  - Use a small number of real and made-up words or signs that can be understood by familiar adults who speak the same language, such as calling the family dog by yelling "Peee!" instead of "puppy."
  - Wave goodbye when family members and other familiar adults leave.

## Attachment B

- 24-36 months
  - Speak or sign clearly enough that unfamiliar adults who speak the same language can understand some words.
  - Still mispronounce many words, such as “tuck” for “truck”.
- 3 years
  - Communicate clearly enough to be understood by most people.
  - Still mispronounce some words, especially new, unusual, or complex words, such as “buhsggetti” for spaghetti.
- 4 years
  - Mispronounce new and/or unusual words. For example: “peony” for “pulmonary”.
  - Begin to use some polite gestures that are commonly used in their family and community, such as bowing to indicate respect, lowering their gaze when speaking to adults, or greeting a friend with a hug.
- 5 years
  - Communicate clearly, using increasingly detailed signs, words, phrases, and sentences.

### **2b. Communicate using an expanding vocabulary.**

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Experiment with making sounds (e.g., cooing, gurgling, babbling), often repeating consonant sounds (e.g., da da and ba ba) in vocal play.
- 6-14 months
  - Continue to experiment with making sounds (e.g., cooing, gurgling, babbling), often repeating consonant sounds (e.g., da da and ba ba) in vocal play.
  - Begin to say some simple words in their home language, such as “papá,” “go,” “hi,” “kuku,” and “milk.”
  - Point to an object or person when asked, “Where is Daddy?” or “Where did your bottle go?”
  - Communicate their needs, wants, and feelings through sounds, non-verbal actions, or basic sign language.
- 12-26 months
  - Answer yes/no questions verbally or by nodding/shaking their head.
  - Demonstrate a growing expressive vocabulary of 10-50 words or signs.
  - Continue to communicate their needs, wants, and feelings through sounds, non-verbal actions, or basic sign language.
- 24-36 months
  - Begin to use two- and three syllable words and name specific people, animals, and toys in their home language.
- 3 years
  - Use an increasingly complex and varied vocabulary to express their needs and describe objects, relationships between objects, emotions, and actions.
  - Use phrases and sentences of 2-3 words.



## Attachment B

- Answer simple questions with words or signs.
- 4 years
  - Use phrases and sentences of 4-5 words or signs.
  - Respond to questions with detail.
  - Demonstrate a broad and increasing vocabulary of about 500 words or signs.
  - Use their growing vocabulary to express their needs and describe objects, relationships between objects, emotions, and actions, including an increasing number of details.
  - Use questions to ask for things or gain information.
- 5 years
  - Combine 5-8 words or signs together into complete thoughts or sentences.
  - Answer questions with detailed and more abstract signs, words, and ideas.
  - Demonstrate an increasingly complex and varied vocabulary of over 1000 words or signs.
  - Ask specific questions to understand and solve problems.
  - Describe events that happened in the past with many details.

### **2c.** Communicate using increasingly complex grammar and sentence structure.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Begin to say simple words (e.g., "nana," "go," "hi," and "milk").
  - Mimic adult speech intonations.
- 12-26 months
  - Combine two words or signs to express a want or interest (e.g., says "go side" when wanting to go outside).
  - Increasingly combine simple words or signs into sentence-like structures (e.g., "milk please").
  - Combine gestures, signs, and words to communicate a thought.
- 24-36 months
  - Combine simple words into longer sentence-like phrases (e.g., "Go Grammy's house!").
- 3 years
  - Combine simple words into sentences, using plurals, past tense, subject-verb agreement, and the possessive form (although often incorrectly). For example: "Mommy goed work."
  - Tell stories about their experiences using past, present, and future tenses and terms interchangeably (e.g., "yesterday we go to the zoo").
- 4 years
  - Use plurals as well as past and future tense verbs correctly when telling stories, most of the time. For example: "We went to the zoo. We saw two tigers and I got popcorn!"

## Attachment B

- Combine words and phrases into increasingly complex sentences. (e.g., “She doesn’t like peas, but I do!”)
- Use sentence structures reflective of their home languages, such as adding adjectives after nouns (rather than before nouns, as in English). For example: “I have a shirt blue.”
- Imitate songs and finger plays.
- 5 years
  - Tell increasingly detailed stories about their lives.
  - Combine words and phrases into increasingly complex sentences. For example: “Teisha’s moms came today and read us a story and they took turns doing different voices!”
  - Use sentence structures that are grammatically complex, most of the time.

**Goal 3 Communication Skills:** Children use social and conversational skills, beginning with their home language and cultural values.

**3a.** Communicate with others for a variety of purposes.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Communicate through facial expression or body movement. For example: turn toward sound, smile, squeal, make ‘mmm’ sounds while sucking, etc.
- 6-14 months
  - Initiate interaction or “conversation” with adults by pointing at objects, speaking, or signing a word, sharing a toy, or calling attention to an object or person.
- 12-26 months
  - Respond to others’ communications with gestures, speaking or signing words, facial expressions, and body movement.
- 24-36 months
  - Engage in brief back-and-forth (serve and return) conversations, often repeating or imitating the words, signs, tone, and actions of adults.
- 3 years
  - Initiate and respond to communication with others.
  - Begin to hold longer back-and-forth conversations.
- 4 years
  - Hold extended back-and-forth conversations by asking questions and making comments related to the topic, sometimes.
  - Tell a story out loud for a familiar adult to write down.
  - Retell a story or describe one of their own experiences in sequence.
- 5 years
  - Extend conversations by asking questions and making comments related to the topic.
  - Engage in a wider variety of conversational topics.
  - Return to previous topics of conversation with new information “Remember, I told you about the zoo? This is a picture of the tiger!”

**3b.** Follow the social expectations of their personal cultural context when communicating with others.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Use eye contact, facial expressions, gestures, and sounds to engage in turn-taking "conversations" with familiar adults (serve and return).
- 6-14 months
  - Look at an object a familiar adult is pointing to and looking at (joint attention).
  - Respond differently to different tones and voices, such as smiling when someone speaks to them in a high, happy tone; or calming when someone speaks softly.
  - Play with a familiar adult by taking turns vocalizing.
- 12-26 months
  - Hold up a toy and look at it, look at a familiar adult for eye contact, and then look back at the toy (initiating joint attention).
  - Pause what they are doing to pay attention to someone talking to them.
  - Initiate and engage in communications with others, either vocally or nonverbally.
- 24-36 months
  - With modeling and support, begin to use polite terms such as "please," "thank you," and "excuse me."
- 3 years
  - With modeling and support, use polite terms such as "please," "thank you," and "excuse me" with increasing consistency.
  - Show attention to a person they are having a conversation with.
  - Take turns in conversation by initiating and sustaining a simple back and forth conversation.
  - With modeling and support, begin to apply their understanding of conversational routines, such as turn-taking and maintaining eye contact, to a variety of situations and types of conversations (with a familiar adult, a peer, an unfamiliar adult, at home, etc.).
- 4 years
  - Use nonverbal cues during conversations according to their personal cultural context, including physical proximity, maintaining eye contact, asking questions, etc.
  - Adjust their volume and tone depending on the context of their conversation, such as speaking with a friend or an unfamiliar adult, having a conversation in the learning environment or in a public library.
  - Engage in longer, multi-turn conversations.
  - Adjust their language and tone when having a conversation with younger children.
  - With some support and reminders, apply their understanding of conversational routines, such as turn-taking and maintaining eye contact, to a variety of situations and types of conversations (with a familiar adult, a peer, an unfamiliar adult, at home, etc.).

## Attachment B

- 5 years
  - Stay on topic during peer-to-peer and group conversations.
  - Engage in peer-to-peer conversations, listening and responding while staying on topic.
  - Initiate conversations and stay on topic during through multiple turn-taking exchanges.
  - With support and reminders, apply their understanding of conversational routines, such as turn-taking and maintaining eye contact, to a variety of situations and types of conversations (with a familiar adult, a peer, an unfamiliar adult, at home, etc.) with increasing consistency.

**Goal 4 Concepts of Print:** Children construct meaning from text.

**4a.** Demonstrate interest in and care for books, including book handling concepts.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Explore books with all their senses, including petting or crinkling sensory pages, mouthing on covers.
  - Reach for a book, page, or picture to show preference or interest.
- 6-14 months
  - Touch, mouth, grab for, and manipulate board books and sensory books.
  - Sit on a familiar adult's lap to listen to a story and look at pictures.
  - Pat, kiss, or point to pictures or books to show preference or pleasure.
- 12-26 months
  - Pick out books and bring them to a familiar adult to read.
  - Pretend to read books by holding the book, making word-like sounds, and trying to turn pages.
  - Repeatedly choose the same favorite book(s) to read.
  - Begin to hold books and turn pages, sometimes two or three at a time, and sometimes moving backward and forward in the book.
- 24-36 months
  - Pick out books to pretend to read from among a selection of materials or from a toy shelf.
  - Begin to care for books by putting them away and trying not to tear pages.
  - Begin to hold books right-side up and turn pages left-to-right.
  - Recognize the sequence of familiar stories, such as showing excitement when a favorite part of a familiar book is about to happen.
- 3 years
  - Choose familiar books to "read" to themselves or to a doll or stuffed animal.
  - Hold books with two hands and turn the pages.
- 4 years
  - Identify the parts of a book: the front and back covers, top and bottom, and title.
  - Ask about, identify, and distinguish between the roles authors and illustrators play in making a book.

## Attachment B

- 5 years
  - Turn to the approximate part of the book and then turn pages to find specific parts of a story in the book.
  - Hold books upright and with front cover facing them and turn individual pages to read a story either using the text or the pictures, or a combination of both.

### **4b.** Demonstrate an understanding of print concepts.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Show particular interest in pictures of faces.
- 12-26 months
  - Point to pictures and/or try to turn pages while a familiar adult reads a book.
- 24-36 months
  - Begin to recognize familiar environmental print, such as signs for restaurants they know, familiar brand logos, or classroom labels.
- 3 years
  - Expand their environmental print vocabulary with some less familiar signs and logos.
  - Begin to use pictures and logos in environmental print to attempt to decode the text, such as a new classroom label with a picture of a *Crayola* crayon box to identify the basket of crayons, a picture of a STOP sign to wait at the end of a hallway, or the red and white bullseye image to identify a *Target* store.
  - Begin to understand that the text on a page is separate or different from the pictures.
  - Join in with adults saying "the end" at the end of a book.
- 4 years
  - Begin to run their fingers along the text in a book.
  - Mimic and repeat familiar story routines, such as saying "the end" at the end of a book.
  - Begin to recognize the difference between letters, words, and sentences, such as pointing out the word that starts with a particular letter.
  - Recognize and show interest in the ways people use print, such as reading a story about getting letters in the mail and then asking a familiar adult to send them a letter in the mail or making and "reading" a grocery list during pretend play.
- 5 years
  - Track text from left to right, top to bottom, and page to page.
  - Point to individual, sequential words on a page as they read (or attempt to read) each word.

**4c.** Understand that print and pictures communicate ideas that can be read/viewed and understood by others.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Become quiet or show pleasure through physical responses such as kicking their feet when listening to a familiar story or song.
- 6-14 months
  - Look at pictures in stories and make vocalizations.
  - Continue to calm or show pleasure through physical responses such as kicking their feet when listening to a familiar story or song.
- 12-26 months
  - Point to or name animals or objects or people in photos, pictures, or illustrations.
  - Point to an unfamiliar picture in a book as if to ask the caregiving adult to name it.
- 24-36 months
  - Touch, identify or name pictures in books when asked to, such as touching the picture of a dog and saying, “Dog!” or pointing to the dog picture when asked to find it.
  - Use pictures as cues to remember and attempt to retell a story.
- 3 years
  - Use some language from a story when attempting to retell a story, such as saying “Boom boom!” as they turn pages in *Chicka Chicka Boom Boom*.
  - With support and prompting, describe what is happening in a picture.
- 4 years
  - Finish the ends of repeating phrases or complete a rhyme or sentence while an adult reads a book, such as “He ate through one apple, but he was still....” “Hungry!”
- 5 years
  - Point to and talk about words and pictures in a variety of texts.
  - Express their thoughts, experiences, and ideas using a variety of strategies, including gestures and facial expressions, words, signs, pictures, text, numerals, sounds, shapes, models, and photographs.
  - Draw a picture of and write about the elephant they saw at the zoo.
  - Use a device to record video of a gymnastics meet they attended and play it back later when telling others about the experience.

**Goal 5 Alphabetic Knowledge:** Children begin to understand that (in alphabetic languages like English) letters and letter sounds represent the sounds of the spoken language.

(Note: For some children, their home languages may not function this way. In those cases, the development of the below indicators may differ. We have made every effort to include examples of what that could look like in practice.)

**5a.** Recognize letters, the names of letters, and how the letters are shaped, as well as some personally meaningful words.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months

## Attachment B

- Emerging
- 6-14 months
  - Emerging
- 12-26 months
  - Emerging
- 24-36 months
  - Emerging—May show an interest in printed letters in the environment, as well as the letters in their own names.
- 3 years
  - Identify some frequently appearing letters and numbers.
  - Notice a letter appearing in printed words as being the first letter of their name.
  - Sort and/or match letter shapes, without necessarily being able to name or identify those letters.
- 4 years
  - Recognize and identify the letters in their name when they appear in other printed words.
  - Recognize and identify many uppercase and lowercase letters.
  - Recognize the printed form of their own name and other names of familiar people (classmates, family members, etc.).
  - Recognize and identify at least 18 uppercase and 15 lowercase letters by the end of their prekindergarten year.
- 5 years
  - Differentiate between uppercase and lowercase letters.

### **5b.** Recognize the sounds associated with letters.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Emerging
- 12-26 months
  - Emerging
- 24-36 months
  - Emerging—May show an interest in printed letters in the environment, as well as the letters in their own names.
- 3 years
  - Make the sounds associated with many of the letters they recognize.
- 4 years
  - Make the letter sound associated with the first letter of a word, with adult prompting.
  - Produce the letter sounds associated with the letters in their own name, with adult support.
- 5 years
  - Identify letters based on hearing their associated letter sounds.
  - Use invented spelling as they sound out new words, with and without adult support.

**Goal 6 Phonological Awareness:** Children will build their awareness of, and ability to work with, the sounds of language.

(Note: For some children, their home languages may not function this way. In those cases, the development of the below indicators may differ. We have made every effort to include examples of what that could look like in practice.)

**6a.** Hear, manipulate, and play with the sounds of language.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Make vocalizations, such as cooing and babbling.
  - Pause in their activities to listen to an adult who is singing.
- 12-26 months
  - Mimic repetitive and engaging sounds in a song, such as “e-i-e-i-o” in “Old Macdonald.”
  - Take turns making sounds and repeating them with others, as if having a conversation.
- 24-36 months
  - When asked by a familiar adult, say that a cow says “mooo.”
  - Repeat a word or sound after an adult says it.
- 3 years
  - Notice and identify that some words start with the same sound, such as “cat and cow start with kkkkk.”
  - Act out the motions to familiar songs, chants, and fingerplays.
  - Recognize some rhyming words, or words that sound the same, such as zip and clip.
  - Say the last word of a repeating phrase in a familiar chant, song, or story.
- 4 years
  - Clap out the words in a song or sentence, with adult support.
  - Recognize words that have matching sounds.
  - Identify rhymes in familiar words, games, stories, songs, and poems.
  - Recognize the difference between similar sounding words, such as blue and glue.
  - Recognize beginning sounds in familiar words.
- 5 years
  - Recognize final sounds in familiar words.
  - Create and extend series of rhyming words.

**6b.** Recognize, manipulate, and play with sounds within words.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Emerging
- 12-26 months
  - Emerging
- 24-36 months



## Attachment B

- Emerging
- 3 years
  - With adult support, identify when two words rhyme or begin with the same sound.
  - Imitate and show enjoyment for rhymes and alliteration.
- 4 years
  - Tell an adult that “here” and “cheer” rhyme but “here” and “there” do not.
  - Identify the parts of compound words, such as book—shelf and race—car.
  - Begin to recognize and identify separate syllables in words, such as in their own name. For example: “A—ri—sa.”
- 5 years
  - When asked, identify whether two words start with the same sound.
  - Produce a series of rhyming words.
  - With adult support, clap out the syllables of a word.
  - Identify the beginning and ending sound in words.

**Goal 7 Comprehension:** Children will interact with people and materials to increase their understanding of text.

**7a.** Demonstrate reading-like behaviors with familiar text or print materials.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Look at pictures when a familiar adult points to or names them.
  - Look at pictures in stories and make sounds or words.
- 12-26 months
  - Point to or names animals or objects or people in photos, pictures, or illustrations.
  - Show anticipation when a familiar or favorite book is presented.
  - Point to an unfamiliar picture in a book as if to ask the caregiving adult to name it.
- 24-36 months
  - Touch, identify or name pictures in books when asked to, such as touching the picture of a dog and saying, “Dog!” or pointing to the dog picture when asked to find it.
  - Imitate left-to-right reading while turning the pages of a book.
  - Imitate pointing to the text in a story while turning the pages of a book.
  - Use pictures as cues to remember and attempt to retell a story while turning the pages of a book.
- 3 years
  - Use some language from a story when attempting to retell a story, such as saying “Chicka chicka boom!” as they turn pages in *Chicka Boom Boom*.

## Attachment B

- 4 years
  - Pretend to read a book to a friend, stuffed animal, or pet.
  - Hold a book right-side up and with the front cover facing them.
  - Follow the pages of a book left to right (if their home language is English).
- 5 years
  - Identify the parts of a book (front and back covers, title, author).
  - Follow the text of a story left to right and top to bottom (if their home language is English).

### **7b.** Demonstrate an understanding of text.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Show interest in pictures of people's faces.
- 6-14 months
  - Point to pictures in a book.
  - Point to a picture of an animal and make an associated animal sound, such as "woof" for a dog or "meow" for a cat.
- 12-26 months
  - Point to or name animals or objects or people in photos, pictures, or illustrations. For example: When a familiar adult asks, "Where is the cow?" point to the cow in the picture.
  - Point to an unfamiliar picture in a book as if to ask a familiar adult to name it.
- 24-36 months
  - Touch, identify or name pictures in books when asked to, such as touching the picture of a dog and saying, "Dog!" or pointing to the dog picture when asked to find it.
  - Use pictures as cues to remember and attempt to retell a story.
- 3 years
  - Ask questions about what is being shown or happening in a particular picture in a book.
  - With support and prompting, describe what is happening in a picture.
  - Answer a simple question about a story, such as "What is the cat wearing?" "Boots!"
  - Remember events from earlier in a story, such as that the narrator of *Green Eggs and Ham* does not like them in a house or with a mouse.
  - Respond to silly, unrealistic situations in stories by laughing or expressing disbelief, such as when the pigeon begs to drive the bus in *Don't Let the Pigeon Drive the Bus!*
  - Remember what will happen next when a familiar adult is reading a favorite story aloud—for example, that the letters will fall out of the coconut tree at the end of *Chicka Boom Boom*.
  - Look at the pictures in a book when asked to describe what's happening in the story.
  - Begin to understand that the text on a page is separate or different from the pictures.

## Attachment B

- 4 years
  - Begin to run their fingers along the text in a book.
  - Ask and answer factual questions about a text or story, such as “What was the main character’s name” or “What comes next?”
  - Notice similarities to their own lives when being read a story, such as telling another child that they made a snow angel yesterday when a familiar adult reads about Peter making a snow angel in *The Snowy Day*.
  - Talk about possible consequences of a character’s actions, such as noticing that the tree is bending in *Chicka Boom Boom* and wondering if the letters will fall.
  - Show empathy for the characters in a story, such as worrying about Grover in *There’s a Monster at the End of this Book* or saying that they are happy when Max comes home to his family at the end of *Where the Wild Things Are*.
  - Look at the pictures in an unfamiliar book to help them predict what might happen next.
  - Look at a picture and, with support and prompting, make up a story about what is happening.
  - Identify the characters and main events of a story, as well as where the story happens.
- 5 years
  - Summarize a story, mentioning several key events or ideas and how they connect the structure of the story.
  - Ask and answer subjective or abstract questions about a story, such as “How do you think the main character should solve their problem?” or “How is the main character feeling? Why do you think they are feeling that way?”
  - Use what they know about the characters and events of the story to make predictions about what might come next.
  - Use flannel board pieces to retell a story.
  - Identify the characters in a story.
  - Notice similarities between themselves and the characters in a story, or between their own lives and what is happening in a story, such as saying “I like lima beans too,” when reading *A Bad Case of Stripes*.
  - Learn and remember new information from the books they read or have read to them, such as telling others that a platypus uses its nose to dig after reading *What Do You Do with a Tail Like This?*
  - Actively participate in a story being read aloud by repeating or filling in sounds, words, or actions throughout the story.

**Goal 8 Writing:** Children will demonstrate emerging understanding of writing as a way to communicate.

**8a.** Develop increasing control, strength, and coordination of small muscle groups.  
Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Coordinate their hands and eyes to reach for an object.
  - Reach, grasp and bring objects to their mouth.

## Attachment B

- Grasp and hold objects in both hands.
- Manipulate objects with individual movements, such as turning an object over or pushing it away.
- 6-14 months
  - Hold a spoon or other object in a single-hand fist grasp.
  - Pass objects from one hand to the other.
  - Bring their hands together to the middle of their body.
- 12-26 months
  - Coordinate their hands and eyes for more complex actions, such as dropping toys into a container or putting a ring on a ring stacking toy.
  - With increased hand-eye coordination, begin to refine their ability to grasp objects, such as using their index finger and thumb to pick up pieces of food (pincer grasp).
  - Pick up objects to look at them more closely.
  - Reach for and hold a crayon or another object in a full hand grasp (palmar grasp).
  - Begin to use simple tools to extend their reach, such as using a stick to pull something closer.
  - Manipulate objects with more complex movements, such as pulling, pushing, and turning.
  - Turn the pages of a board book.
- 24-36 months
  - Use hand-eye coordination for more complex activities, such as to put on mittens or put pieces of a puzzle together.
  - Adjust their grasp based on what they are holding, such as a spoon versus a crayon.
  - Use crayons, paintbrushes, and other tools to make marks on paper.
- 3 years
  - Manipulate objects with hand-eye coordination, such as threading beads with large holes onto thick string.
  - Grasp writing tools with their thumb and fingers (pincer grasp).
  - Draw or scribble to represent something they've seen or to convey a thought.
  - Make repeated marks on paper to represent lines and circles, with these shapes growing clearer with experience over time.
  - Make snips in paper with scissors.
  - Demonstrate limited precision and control in more complex fine motor tasks.
- 4 years
  - Use scissors to cut along a line or cut out shapes on paper, with some precision.
  - Draw letter-like forms with increasing accuracy and control.
  - Put together simple puzzles.
  - Begin to use a three-finger grasp (tripod grasp) when holding a pencil, crayon, or other drawing/writing tools.

## Attachment B

- 5 years
  - Use a dominant hand for using paintbrushes, scissors, crayons, and other tools.
  - Make letters out of playdough.
  - Use a three-finger grasp (tripod grasp) with increasing confidence and ease when holding drawing/writing tools.
  - Coordinate their movements with greater ease for complex tasks, such as buttoning or cutting along a line.

**8b.** With guidance and support, explore a variety of writing tools and materials.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Emerging
- 12-26 months
  - Draw or color for a short period of time.
  - Make marks on paper with fingerpaint.
  - Use markers or bingo daubers to make marks on paper.
- 24-36 months
  - Draw and “write” with their fingers or tools in sand.
- 3 years
  - Make shapes out of playdough.
  - Attempt to draw letter shapes on paper with crayons or pencils.
- 4 years
  - Draw shapes, lines, and letters with their fingers in fingerpaint.
  - Practice writing letter shapes in sand.
  - Shape letter forms with playdough.
  - Use a variety of writing tools, such as pens, pencils, markers, colored pencils, etc.
  - Practice making letters or words with a tablet or computer.
- 5 years
  - Record their thoughts and ideas in a journal, including drawings, scribbles, and invented spelling (or some combination of those).
  - Use a tablet or computer to make words or write “stories.”

**8c.** Develop an understanding that writing is a way of communicating for a variety of purposes.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Emerging
- 12-26 months
  - Emerging
- 24-36 months
  - Begin to recognize the relationship between familiar pictures and text on the page.

## Attachment B

- Show interest in telling what their marks on paper represent. For example: Saying “water” when pointing at blue scribbles.
- Use crayons, paintbrushes, and other tools to make marks on paper.
- 3 years
  - Ask a familiar adult what they are writing.
  - Explain what their drawings or paintings represent.
  - Draw and scribble to represent a thought or something they’ve seen.
  - Mimic the writing actions of familiar adults.
- 4 years
  - Print the letters in their own name from left to right, such as to “sign in” to the learning environment.
  - Write a shopping list, menu, or party invitation during imaginative play.
  - Use invented spelling, drawings, and letter approximations to write a letter to a friend or family member, sometimes.
  - Explain the intended meaning of their writing and drawings.
  - Write a note or story with drawings, letter approximations, and invented spelling, and then ask a familiar adult to read it.
- 5 years
  - Record their thoughts and ideas in a journal, including drawings, scribbles, and invented spelling (or some combination of those).
  - Use a tablet or computer to make words or write “stories.”
  - Draw pictures and write words to express their thoughts and ideas.
  - Write text under a picture to describe the picture or tell a story.
  - Use real and invented spelling to write notes and letters to familiar adults, other children, and family members.

**8d.** Show interest in using a variety of forms of early writing to convey meaning and represent sounds and words.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Emerging
- 12-26 months
  - Emerging
- 24-36 months
  - Emerging
- 3 years
  - Make repeated marks on paper to represent lines and circles, with these shapes growing clearer with experience over time.
  - Make marks on paper that are meant to represent letters.
- 4 years
  - Print the letters in their own name in the correct order, most of the time, such as when “signing in” to the learning environment.
  - Write some letters of the alphabet.
  - Use known letters and letter approximations to represent written words.

## Attachment B

- Express their thoughts and feelings in text, writing letters and letter approximations as well as known words and invented spellings.
- Begin to modify and add detail to their writing and drawings with prompting and support.
- 5 years
  - Write words and stories using known words and invented spelling.
  - Ask a familiar adult how to spell a word.
  - Write their name on drawings, dictation, and other works.
  - Begin to write words/letters representing words with spaces in between.
  - Begin to look over and modify their own writings and drawings.

## Creative and Expressive Arts

**Goal 1 Self-Expression:** Children develop healthy self-concepts through creative self-expression that draws from their backgrounds, experiences, and identities.

**1a.** Explore and experiment with the arts in increasingly creative ways to express themselves, with modifications as needed.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Smack their lips or squeal to express themselves.
  - Explore objects with their mouths.
  - Express themselves through their facial movements, vocalizations, and eventually body movements.
  - Watch another child playing with a musical toy and reach toward the sounds.
- 6-14 months
  - Explore different textures, such as a board book with different textures, with their fingers, hands, and mouths.
  - Shake a rattle or bang a drum and show delight in the sounds they’ve made.
  - Clap their hands or smack their hands down on a table to make sounds.
- 12-26 months
  - Laugh while smacking paint-covered hands against paper.
  - Make sounds with toys and other objects.
  - Explore new uses for familiar materials, such as using a blanket as a cape or a bowl as a steering wheel.
  - Experiment with changing the volume of their voice when singing.
  - Explore the ways different objects can make sounds, such as hitting an upside-down pot with a spoon.
  - Squish and smash playdough.
- 24-36 months
  - Show pleasure and pride in their creative work.
  - Talk with others about their artwork.
  - Begin to experiment with including others in their pretend play, such as by handing a toy phone to an adult or another child because “It’s for you!”
  - Pretend to eat at the same table as other children who are also pretending to eat (parallel play).
  - Play with vocalizations and movements when participating in songs and fingerplays.
  - Use a drum or clapping to play with rhythm.
  - Play and move with scarves or ribbon sticks when listening to music.
- 3 years
  - When prompted, describe what they are creating.
  - Display their artwork to a familiar adult. “Look! I did it!”
  - Wiggle and dance when listening to upbeat music.
  - Hum the tune of a familiar or invented song.



## Attachment B

- 4 years
  - Talk with others about the artwork they have made.
  - Follow the directions in a movement song.
  - Respond with matching movements when asked to move like a certain animal (arms out like a bird, hop like a kangaroo, etc.).
  - Draw and combine shapes into more complex figures.
  - Contribute to group storytelling and songwriting.
  - Make up their own dances.
- 5 years
  - Invent their own songs – sometimes just music and sometimes also with lyrics.
  - Use fine motor skills to pinch, push, and form playdough into the shape they want.

**1b.** Explore and experiment with the arts through the lens of their personal cultural context and that of others.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Show interest in familiar music, such as music they might hear at home or in their community.
- 6-14 months
  - Show preference for colors and textures commonly used at home and in their community.
  - Repeat some words of familiar rhymes and songs, particularly those they hear in multiple situations, such as at home and in the program.
- 12-26 months
  - Show preference for colors and textures commonly used at home and in their community.
  - Repeat some words of familiar rhymes and songs, particularly those they hear in multiple situations, such as at home and in the program.
- 24-36 months
  - Attempt to mimic the types of music they might hear at home and in their community when singing or playing with instruments.
- 3 years
  - Wear “dress up” clothes that are similar to those commonly worn by their family.
  - Show some preference for dolls that look like themselves.
- 4 years
  - Engage in a discussion with other children to decide which favorite foods from home will be served during their pretend meal (collaborative pretend play).
  - Incorporate their home culture into color, texture, and musical choices in their artwork.
- 5 years
  - Extend their pretend play with other children by including more themes, detail, and storylines, such as turning a pretend meal into a Thanksgiving, Chinese New Year, or Kwanzaa dinner with cousins, aunts, and uncles.

**1c.** Explore roles, express thoughts, and feelings, recreate experiences, and act out stories through the arts.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Use vocalizations and movements to express themselves.
- 6-14 months
  - Sit down to play with a baby doll near another child also playing with a doll.
  - Respond to a familiar adult wrinkling their nose by trying to make the same facial expression.
  - Imitate some sounds made by familiar adults.
- 12-26 months
  - Pretend to feed a doll or stuffed animal.
- 24-36 months
  - Pretend to go grocery shopping or set out dishes/play food for a meal.
  - Pretend to change a doll's diaper or dress a doll to go outside.
- 3 years
  - Imitate other people's conversations and interactions during pretend play, in a similar context to how they heard or experienced the conversation initially. Often, they will recite memorable words and phrases.
  - Join in cooperative pretend play with other children, passing dishes around the table during a pretend meal.
- 4 years
  - Mimic words and phrases commonly used by familiar adults or favorite shows.
  - Explain to other children their ideas or plans for play, such as describing the roles they want each person to act out.
- 5 years
  - Act out familiar stories or characters from books, movies, or television.
  - Work with other children to decide on the details of a story to tell in their play, and who will perform each role.

**Goal 2 Supporting Skills:** Children develop the skills that support self-expression through a variety of art forms.

**2a.** Explore and develop increasing control over fine motor and large motor movements.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Begin to intentionally move their hands and fingers.
  - Reach for a toy being held out toward them.
- 6-14 months
  - Sway or bounce when listening to music.
  - Pick up small food items with a pincer grasp (fine motor skills).
  - Squeeze soft toys in their hands.
  - Use their hands and fingers to make marks on paper with paint.
- 12-26 months
  - Try to follow the motions of a movement song.

## Attachment B

- Pick up thick crayons in a fist grasp to make marks on paper.
- Use their hands and fingers to spread fingerpaints across paper.
- Use paintbrushes with knob handles to paint.
- Show interest in using large crayons or markers to make marks on paper, for short periods of time.
- Squish and smash playdough.
- 24-36 months
  - Move quickly to fast songs.
  - Try to move slowly when listening to slow songs.
  - Try to follow directions in a movement song, most of the time.
  - Begin to roll playdough into balls and snakes.
  - Begin to use thick-handled paintbrushes to paint.
  - Hold a thick crayon in a fist grasp and poke or drag it on paper to make marks.
  - Tear paper with little control over its final shape.
  - Sing along to "Five Little Monkeys" and try to match their hand movements to the fingerplay.
  - Fall down at the end of "Ring Around the Rosy."
- 3 years
  - Play along with songs like "Hokey Pokey" and "Head, Shoulders, Knees, and Toes."
  - Squish and roll playdough into balls and snakes.
  - Attempt to mimic a familiar adult's clapping rhythm.
  - Draw straight and curved lines to create pictures.
  - Use scissors to cut paper.
- 4 years
  - Dance to the (approximate) beat of different kinds of music, most of the time.
  - Match and repeat a rhythm demonstrated by a familiar adult, such as stomping their feet back and forth (left-right, left-right) four times.
  - Draw and combine shapes into more complex figures.
  - Use scissors with more precision, cutting along dotted or folded lines, most of the time.
  - Show more control in making intentional marks, such as straight and curved lines.
- 5 years
  - Imitate a familiar adult's movements when trying to learn a new dance, most of the time.
  - Match the beat of a song when playing an instrument along with music.
  - Use fine motor skills to pinch, push, and form playdough into the shape they want.

**2b.** Explore, use, and begin to use artistic vocabulary to describe the tools, mediums, and components of the arts.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Emerging

## Attachment B

- 6-14 months
  - Pay attention to a stuffed animal being used by a familiar adult, and interact with the toy – laughing, reaching for the toy, etc.
  - Mimic some of the sounds of a song they are listening to.
  - Touch and smear paint on paper.
- 12-26 months
  - Play with a toy phone by “talking to Papa” or holding the toy phone out to a familiar adult as if the call is for them.
  - Repeat “swish, swish” and other anticipated lyrics while listening to “The Wheels on the Bus.”
  - Experiment with changing the volume of their voice when singing.
- 24-36 months
  - Explore the ways an object can be repurposed as a prop in pretend play, such as using a rectangular wooden block as a phone.
  - Hold a thick crayon in a fist grasp and poke or drag it on paper to make marks.
- 3 years
  - Use a towel as a blanket to “tuck in” a doll for bedtime.
  - Make “pizza” out of playdough and pretend to eat it during imaginative play.
  - Use props like ribbon sticks, scarves, and dolls while dancing to music.
  - Make different sounds with their voice (loud/soft, high/low).
  - With support, use tongue depressors to make bunny ears in a ball of playdough.
  - Use terms like “volume,” “beat,” and “shadow” to describe art, sometimes.
  - Point to a jar of paint or basket of crayons and ask to use them.
- 4 years
  - Use terms like “collage,” “rhythm” and “watercolor” to describe art, sometimes.
  - Repeat part of a song they have just heard for the first time.
  - Use cookie cutters and rollers to shape playdough.
  - Experiment with the angles they can hold a crayon or marker to make different kinds of marks.
  - Use whatever materials are on hand (blocks, paint, playdough, manipulatives) to create something new.
  - Use tissue paper, construction paper, and glitter glue to make a collage.
- 5 years
  - Match the beat of a song when playing an instrument along with music.
  - Use creative tools with noticeable control as they create artwork with some detail and intentional color choices.
  - Use terms like “sculpture,” “sketch,” and “melody” to describe art, sometimes.
  - Combine two colors of paint to get the shade they want.
  - Experiment with changing the pressure they use on their crayons or colored pencils to make dark and light shades.

**2c.** Plan and create works of art with increasing intentionality and detail.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Emerging
- 12-26 months
  - Manipulate musical toys to intentionally create sounds.
  - Watch with interest as they gently pat a clump of playdough.
  - Experiment with crayons and paint.
- 24-36 months
  - Use marks on paper to represent an object, action, or idea – even if an adult may not recognize what it is.
- 3 years
  - With prompting, express their ideas through the arts.
  - Follow along with appropriate body movements during “Head, Shoulders, Knees, and Toes.”
  - Draw straight and curved lines to create pictures.
- 4 years
  - With and without prompting, communicate their ideas through the arts.
  - When asked, describe their plan for a drawing or painting.
  - Create intentional designs in their work.
- 5 years
  - Ask questions about a creative prompt to better understand the varying ways they can respond to the prompt.
  - Use a variety of media (paint, text, music, etc.) to express themselves.
  - Plan a creation, saying, “I’m going to paint a picture of my cat.”
  - Add details to their work and revise when necessary.
  - Focus on a single work for longer periods of time.

**Goal 3 Artistic Appreciation:** Children develop preferences and appreciation for the arts.

**3a.** Explore, recognize, and respond to similarities and differences between works of art, and the emotions, moods, situations, and cultures being expressed.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Show interest when a familiar person is singing.
  - Pay attention to familiar adults or older children dancing or moving to music.
  - Respond differently to a lullaby than to a cheerful fingerplay.
- 6-14 months
  - Watch a mobile or objects on a baby gym while they move overhead.
  - React to changing lighting, as well as bright and contrasting colors.
  - Laugh or smile when being held by a familiar adult who is dancing to music.

## Attachment B

- 12-26 months
  - Rub their fingers over the pages of a texture book.
  - Pay attention and respond to familiar songs and rhymes.
- 24-36 months
  - Participate in a group sing along activity with a familiar adult.
  - Rub soft items against their cheek.
  - Join in with familiar songs and rhymes.
  - Request favorite songs and music, such as asking for a familiar adult to sing "Itsy Bitsy Spider."
  - Rock back and forth when listening to soft music.
- 3 years
  - Point out the differences in color or mood (happy, sad) between two pictures.
  - Bang on a drum or pot to make loud noises and show frustration—or delight.
  - Explore different musical instruments, such as bells, xylophones, and maracas.
  - Tap on a drum, a table, and a cardboard box to hear the different sounds.
- 4 years
  - Experiment with a variety of instruments and recognize their differing sounds.
  - Experiment with different instruments to match the sounds in a song.
  - Sing a silly song and laugh.
  - Use drawings (including scribbles) to tell a story or describe a concept (such as showing who is part of their family).
  - Draw a picture and describe or dictate to a familiar adult what the picture is showing.
  - Move their body in ways that match the mood of a song.
- 5 years
  - Compare and identify the differences between a slow song and a fast one, or a quiet song and an upbeat one.
  - Move ribbons or scarves in time with the music when dancing to a song that switches from fast to slow, or slow to fast.
  - Mimic the sound of a musical instrument with their voice, such as making high-pitched noises to match a triangle, or low thumping sounds to match a drum.
  - Create a book of pictures that tell a story.
  - Show their thoughts, ideas, and feelings through multiple art forms, such as combining drawing with writing to express an idea or draw or paint symbols on a clay formation.
  - Move and dance to describe their own feelings, or a feeling/idea from a story.

### **3b.** Express preferences within the arts.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Show interest or enjoyment of music, sometimes.
  - Notice and sometimes show preference for brightly colored toys.

## Attachment B

- 6-14 months
  - Return to the same picture in a book again and again.
- 12-26 months
  - Wiggle, shake, bounce, and dance when listening to music they enjoy.
  - Sing loudly when they are enjoying a song.
  - Point to a photo of their family on the wall.
- 24-36 months
  - Choose a favorite drawing.
  - Express a preference for a favorite color.
- 3 years
  - Tell about their preferences in colors and textures, such as saying that they want to play with the green plastic blocks and not the blue ones.
- 4 years
  - Tell a friend they like their drawing.
  - Request a favorite song repeatedly.
- 5 years
  - Describe why they like to play with the egg shakers (or another favorite instrument).
  - Work with the weaving loom frequently because, "it's just like my Abuela's."

## Mathematics

**Goal 1 Mathematical Thinking:** Children begin to develop processes and strategies for solving mathematical problems.

**1a.** Explore and begin to make sense of their world through mathematical thinking and strategies.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Expect a response when they cry; expect a noise when they push a button. (Begin to recognize cause and effect.)
  - Squeals or coos in anticipation of a known item or person (bottle, caregiver interaction, etc.).
  - Throw a toy, sign for "more," cry/grunt, or smack the toy to communicate a wish for more when their bottle is empty, or their snack is gone.
  - Begin to use objects as tools.
- 6-14 months
  - Try to look around an adult to find the toy behind the adult's back; lift a blanket to find a toy underneath. (Object permanence: recognize that an object still exists when it is out of view.)
  - Explore water with cups and other containers.
  - Put one ring at a time onto stacking rings, begin placing one stacking cup on another (trial and error problem-solving).
- 12-26 months
  - Pack containers, bags, and push/pull toys with materials to move them from place to place.
  - Fill and dump with cups and other containers.
  - Turn and manipulate shape manipulatives to fit them through the matching openings in a shape sorting toy (trial and error problem solving).
  - Ask for "more" food at snack time.
- 24-36 months
  - Experiment with cause and effect by rolling a ball down the slide.
  - Use trial and error problem solving to put together a simple puzzle, turning the pieces to fit.
  - Respond with a number word or fingers when asked how old they are.
- 3 years
  - Ask for "three candles" on their birthday cake.
  - Ask a familiar adult to pour more milk to fill their cup.
  - Play with signs, words, and patterns, e.g., "Mommy, Mommy what do you see? I see Baby looking at me."
- 4 years
  - When building with Legos, search for another wheel, while saying "I only have three wheels."
  - Sort colored goldfish crackers, then count how many are in each color group.



## Attachment B

- Tell a friend that their birthday is in five days.
- Make an 'AB' pattern using colored manipulatives.
- 5 years
  - Suggest an idea for sharing when there are a limited number of scoops in the sand table.
  - Use different size blocks, different arrangements, and other strategies to build and re-build a structure that falls, until achieving their goal.
  - Count the children sitting at the table to answer how many napkins are needed for snack.
  - Explain to a friend how they figured out how many musical instruments were needed so that each child in the group could have two.

**1b.** Explore and begin to understand mathematical symbols and language in communicating their explorations and discoveries.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Explore objects, noticing different textures and shapes.
  - Listen as an adult describes how the child is exploring an object.
- 6-14 months
  - Use words or signs to communicate "more" or "all gone."
  - Reach into the basket to get more stuffed animals when they're already holding one, and listen as a familiar adult says, "Oh, you want *more* teddies?"
- 12-26 months
  - Use some quantity terms (more, all gone, too much, big, small, etc.).
  - Pick up a block and hold it to their ear like a phone (symbolic thinking).
- 24-36 months
  - Begin to count small numbers of objects.
  - Begin to recognize numerals and name some shapes.
  - Hold up two fingers to communicate how hold they are.
  - Use more quantity vocabulary (more, less, heavy, full, empty, etc.).
- 3 years
  - Point to a clock and ask if it is time for snack.
  - Match numeral shapes when completing a number puzzle.
  - Point out pictures in book that resemble familiar shapes (e.g., sun/circle; roof/triangle; truck/rectangle).
- 4 years
  - Tell about how they put a puzzle together.
  - Participate in a group activity to predict what will happen to a toy car if the ramp is taller or shorter.
  - Estimate how many toy frogs they think are in a plastic pond.
- 5 years
  - Use mathematical terms like "bigger/smaller than," "more/less than" or "the same" when referring to quantities or size of items.

## Attachment B

- Recognize different ways to represent number such as tally marks, dice, 5/10 frames, and numerals.
- Begin expressing simple mathematical problems identifying mathematical symbols such as "+" or "=".

**1c.** Develop an increasing ability to recognize mathematical problems in everyday situations at home and in the learning environment, and experiment to find possible solutions.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Begin to recognize when familiar adults come and go.
  - Use their senses and actions to examine people and objects (mouthing, touching, shaking, or dropping).
  - Engage in simple repeated actions and movements to reach a goal, such as trying to get their whole hand and then fingers or thumb in mouth, rolling to the side to reach an object, or kicking to make something move.
- 6-14 months
  - Act intentionally to make something happen again. For example: dropping a cup off the side of a highchair tray, and then after it has been picked up, drop it again.
  - Explore how something works by repeating an action over and over, such as repeatedly filling and emptying a container.
  - When offered a choice between one toy or several toys, or one treat or several treats, reach for the pile with more, most of the time.
- 12-26 months
  - Try different ways to reach a toy under a table, such as by stretching their arm, using a stick, crawling on the floor, etc.
  - Engage in activities for longer periods of time.
  - Try several times to solve more challenging problems, often using a combination of actions or behaviors.
- 24-36 months
  - Observe and experiment with how things work.
  - Ask questions or experiment with different behaviors to see how people and objects react.
  - Solve social problems, such as agreeing to take turns when someone else wants to ride in the car they are playing with.
- 3 years
  - Use a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help.
  - Try to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper.
  - With support and modeling, explain their thinking when trying to solve problems, such as telling a familiar adult that they couldn't put a toy back together themselves, so now they are asking for help.

## Attachment B

- Plan ways to solve problems based on their knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes.
- 4 years
  - With support, explain how they decided that each child would get two crackers from the snack tray. For example, by passing out one cracker to each child, and then counting to make sure that there were enough left for every child to have one more.
  - Try to put a bead on a shoelace as a bracelet, and then look around for other options to replace the shoelace when the bead doesn't fit.
  - Stack blocks in several ways until they figure out how to make the tower stay up.
- 5 years
  - Share several ideas with another child about how to keep their block tower from falling.
  - When their first idea for a solution doesn't work, try to think of other ways to solve their problem or achieve the result they want. For example: when the mosaic tiles they chose for their city artwork are too heavy for the paper, tell a familiar adult they might need to choose something else to work with, or different paper, or maybe even different glue to make it stick better.

**Goal 2 Number Sense:** Children show a growing understanding of the concept of number and quantity.

**2a. Counting -** Explore numbers and number vocabulary with increasing understanding of their relationship to quantity.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Observe adults as they count objects.
  - Listen to counting and number vocabulary as an adult reads a book.
- 6-14 months
  - Show a preference for larger collections of items that change in number, rather than smaller groups or groups that stay the same.
  - Ask for "more" at snack time (beginning to understand quantity).
  - Recognize that when they are holding a ball, and a familiar adult is holding a ball, they have the same quantity of balls.
  - Notice when someone adds to or takes away from a group of crackers on their tray.
- 12-26 months
  - Begin using some number words with no sequence.
  - Sing along and repeat number words.
  - Begin to mimic adults by repeating counting sequences and then repeating adult actions by placing objects item-by-item.
  - Begin to understand the names of numbers (e.g., says, "1, 2, 3, go" when running).
  - With support, begin counting one or two objects.

## Attachment B

- 24-36 months
  - Count verbally up to five, but not always in the correct order (e.g., “one, two, three, four, five, seven”).
  - Begins to recognize and understand the meaning of number words. For example: “I have two eyes.”
  - Use one-to-one correspondence to place one counting bear into each bowl.
- 3 years
  - Point to animal counters one-by-one, counting out loud from one to five.
  - Serve themselves five carrot sticks for snack.
- 4 years
  - Roll a die that lands on 5, then move their game piece five spaces.
  - Pass out one plate and one cup to each child.
  - While pretending to launch a rocket, count backwards 5,4,3,2,1 and then shout, “BLAST OFF!”
- 5 years
  - Pass out ten crackers for each child.
  - Show an understanding of cardinality, or the understanding that the last number said when counting is the total quantity. For example: counting the cards in their hand, and saying, “I have six cards.”
  - Keep track of what they counted and what they haven’t counted in a group of objects.
  - Point out when others make mistakes in counting.

**2b. Subitizing** - Recognize and name the quantity of objects in a group without counting.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Recognize quantity (more and less) without explicit knowledge of number, using inborn intuition.
- 6-14 months
  - Intuitively distinguish between groups of one and two.
- 12-26 months
  - Connect small quantities to number. For example: pointing at a pair of bears instead of a single bear.
  - Begin learning the number words “one” and “two.”
  - Use quantity terms “more” or “less.”
  - Begin to understand that groups labeled with the same number have the same amount.
- 24-36 months
  - Collect two leaves and two rocks, or other collections of matching quantity.
  - Name groups of one, two, and three.
  - Collect items and possibly use matching strategies (e.g., putting all bears together in one basket and all bunnies in another).

## Attachment B

- 3 years
  - Tell a familiar adult that there are “only two” Goldfish crackers on their plate after looking but not counting.
- 4 years
  - Recognize that they have five counting bears, and their friend has four, so they have more than their friend.
  - Demonstrate “conceptual subitizing,” or identifying a whole when only seeing parts of it. For example, seeing five cookies stacked and overlapped on a plate and saying that they see five.
- 5 years
  - Recognize some common number arrangements, such as 5 and 5 makes 10.
  - Mentally separate a large group of objects into two or more smaller groups. For example, recognizing that they have five M&M candies, and their sister also has five, so there are ten M&M candies in all.

**2c.** Comparing, Adding, and Subtracting Numbers - Begin to understand numbers as sets to be compared, put together, and taken apart.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Track the path of moving objects.
  - Explore objects with different textures, colors, shapes, and other characteristics.
- 6-14 months
  - Explore related objects, such as placing one nesting cup inside the other.
  - Show surprise or interest when objects are added or taken away from a group.
- 12-26 months
  - Begin to recognize that two collections have the “same number” of objects.
  - Use one-to-one correspondence as they hand a familiar adult one cup and keep one for themselves.
  - Begin to recognize similarities and differences in the characteristics of objects, such as picking up a stacking ring when a familiar adult asks for another one.
- 24-36 months
  - Compare groups of objects that are different in quantity, such as “She has more Cheerios than me!”
  - Use some number words to compare groups of items (e.g., “one” and “two” or “big” and “small”).
  - Match objects with similar characteristics, such as placing a yellow block in the yellow container and a blue block in the blue container.
- 3 years
  - Tell who is first and who is second in a race or other scenario. For example, “Sarah finished her snack first, and I finished second.”
  - Choose the biggest piece of cake.

## Attachment B

- Look at the two pieces of crackers on their plate, compare that with the three on Laura's plate and say, "I need one more."
- 4 years
  - Say that William has more blocks than they do, after counting.
  - Tell how many children are present after counting how many are absent.
  - After naming who is missing during the morning message, tell *how many* children are absent today.
- 5 years
  - Use finger patterns, objects, and counting on to join quantities together. For example, when prompted with "You have 7 cheese sticks, and someone gives you 5 more. How many do you have now?" will start at 7 and counting 8, 9, 10, 11, 12 until they have counted 5 more numbers to find the sum.
  - Mentally separate larger groups of objects in two or more smaller groups when figuring out quantity. For example, with a plate of 7 apple slices, visually separate into groups of 3 and 4 to be able to easily decide there are 7 slices.
  - Consider a small jar of marbles and, based on what they can see (several collections of 5 marbles, for example) estimate that there are 30 marbles in the jar.
  - Tell how many children are present after counting how many are absent.

**2d.** Composing and Decomposing Numbers - Begin to understand that numbers are made up of smaller numbers.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Gather several toys or other objects together.
- 12-26 months
  - Move grouped objects around in different orders.
  - Begin to recognize the relationships between "parts" and "wholes," such as that an apple can be cut into slices for eating or that a wheel that has fallen off a toy car is part of the car.
- 24-36 months
  - Recognize the relationships between "parts" and "wholes," such as collecting 3 cars into a row.
  - When asked for a scarf, give away 1 scarf from a pile of several scarves.
- 3 years
  - Recognize that parts make up a whole, and whole is bigger than individual parts. However, they may not be able to use numbers or measurements to explain why this is the case.
  - Trade 2 small items for 1 bigger item.

## Attachment B

- 4 years
  - Attempt to label a whole and its parts with numbers, such as explaining that their basket of 4 pieces of play food has 2 pears and 2 oranges.
  - Recognizes and produces number combinations up to 4. For example, moving a collection of four toy cars to groups of 1 and 3, 2 and 2, 3 and 1, 4 and 0.
- 5 years
  - Mentally separate larger groups of objects in two or more smaller groups when figuring out quantity. For example, with a plate of 7 apple slices, visually separate into groups of 3 and 4 to be able to easily decide there are 7 slices.
  - Quickly answer questions about the parts of a whole. For example, recognizing that if there are 3 green blocks and 1 red block, there are 4 blocks, or if there are 6 candies then 3 people can share with 2 candies each.

**Goal 3 Geometry and Spatial Sense:** Children show a growing understanding of shapes and spatial relationships.

**3a.** Explore and begin to recognize the positional relationships between objects, their environment, and themselves.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Observe a mobile as it moves above their crib.
  - Watch someone bring them a bottle.
  - Understand where they are in relation to other things in their environment. For example, stretching out their arms to reach for a toy.
- 6-14 months
  - Remember where the dolls are in the learning environment, and how to get to them.
  - Reach for a bottle or cup and successfully wrap their hands around it when it's in reach.
  - Use trial and error to discover how the plastic shapes fit into a shape sorter.
- 12-26 months
  - Continue to use trial and error as they explore space and positions when solving puzzles or moving their body around the environment.
  - Intentionally move their body closer to or further from others.
  - Build up a personal "atlas" of locations, distances, and directions to landmarks in their environment. For example, they may know how to find the blocks, dolls, door to the playground, snack table, and more.
- 24-36 months
  - Play with pattern blocks and explore different ways to fit them together.
  - Use spatial and directional vocabulary, such as "in," "on," and "under," "up," and "down."

## Attachment B

- 3 years
  - Expand their spatial vocabulary to include more complex terms such as “beside” and “between.”
  - Look over puzzle pieces to narrow down the group to just those that might fit in the space they are trying to fill, without using trial and error for each piece, sometimes.
- 4 years
  - Find a toy that has been misplaced or intentionally hidden.
  - Play hide-and-seek.
  - Continue to expand their spatial and directional vocabulary, including terms such as “left” and “right,” as well as “in front of” and “behind.”
  - Recognize a taller bar in a bar graph means that bar has “more.”
  - Begin to build a mental model of a line between dots on a graph to predict where two “lines” might meet.
- 5 years
  - Keep track of themselves and where they’ve been as they move through a maze.
  - Label or name some locations during play, such as “That corner is home base!”
  - Move successfully through a simple obstacle course.
  - Walk around furniture and other people without bumping into them.
  - Quickly decide if puzzle pieces will fit in the spot they are working on.

**3b.** Explore and begin to analyze two-dimensional and three-dimensional shapes and shape attributes.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Explore the shape of toys and other objects with their eyes, hands, and mouths.
  - Begin to notice if two objects have similar shapes. For example, after rolling a ball on the floor, if they are handed a new ball, they may begin rolling that ball as well, recognizing that it is the same shape.
  - Manipulate toys of various shapes with their hands and mouths, such as rolling balls or clapping two objects with flat sides against each other.
- 6-14 months
  - Recognize that many blocks have flat sides and can be banged and clapped together in a satisfying way.
  - Match simple shapes, such as circles, squares, and sometimes equilateral triangles, with other toys that are the same shape and size. For example, putting plastic shapes into a shape sorter toy.
  - Use a single block to represent a truck sliding across the floor.
- 12-26 months
  - Match simple shapes with other toys that are the same shape, even if they are not the same size. For example, collecting balls (spheres) of different sizes.
  - Stack blocks, though each block choice as they stack may be somewhat at random.



## Attachment B

- Make a line or row of blocks.
- Cover a larger doll with a large blanket and cover a small doll with a smaller blanket.
- 24-36 months
  - Continue matching simple shapes regardless of size and begin to match shapes even if they are rotated differently.
  - Stack blocks with more intentional choice of shape and size, such as choosing a tall, thin block and then a small cube to make their tower taller.
  - Begin to use blocks to build "2-dimensional" structures, such as walls or floors.
- 3 years
  - Match more shapes, such as rectangles, ovals, etc., even if they are different sizes or rotated differently, such as pointing out two rectangular blocks as matches, even though one was sideways and the other flat on the floor.
  - Turn two books to line up with each other, so they can check if they are the same shape, sometimes.
  - Identify circles and squares and begin to recognize and identify the sphere (ball) and cube (box).
  - Begin to compare shapes using simple terms, such as being "pointy" or "tall."
  - Begin to use blocks to build arches, corners, and enclosures or "rooms," though the constructions may not have interior space and may have been constructed through trial and error.
- 4 years
  - Continue to expand the range of shapes they can match, even with size or rotation differences.
  - Recognize a wider variety of shapes, such as identifying a book cover as a rectangle, and a line drawn across the angle/corner of a square as forming a triangle.
  - Use blocks to create the lines of a shape, so their creation *looks like* a particular shape.
  - Use shapes as parts of their drawings, such as using a square as the body of a house and a triangle as the roof.
  - Begin to build arches and enclosures/rooms with interior space, with more understanding of what shapes they will need and how to build it.
- 5 years
  - Point out lines and angles as geometric objects, at least in the context of how they can be put together to form shapes.
  - Recognize lines and angles (corners) as attributes of shapes when comparing and classifying shapes. For example: noting that a triangle has 3 sides, but a rectangle has 4.
  - Recognize and identify more complex shapes, such as the trapezoid, rhombus (diamond), and hexagon, as well as more 3-dimensional shapes, beginning to learn the formal terms for these shapes.
  - Recognize that the faces of 3-dimensional shapes are 2-dimensional shapes, such as identifying the side of a cube/box as a square.

## Attachment B

- Use more shapes to add complexity to their drawings, such as using 2 rectangles to form the upper and lower arm in a drawing of a person.
- Put together simple tangram or pattern block forms, creating new shapes. They may need to follow a model or map.
- Draw a line on a simple illustration of a house to show the separation between a triangle and a square (identifying and decomposing shapes).
- Use blocks to build taller arches and enclosures/rooms, and begin to build bridges, ramps, stairs, and add roofs to their constructions.

**3c.** Investigate and begin to understand the concept of a whole and how it can be divided into two (or more) equal parts.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Emerging - Recognize proportions using inborn intuition.
- 6-14 months
  - Emerging - Recognize proportions using inborn intuition.
- 12-26 months
  - Begin to recognize the relationships between "parts" and "wholes," such as that an apple can be cut into slices for eating or that a wheel that has fallen off a toy car is part of the car.
- 24-36 months
  - Recognize the relationships between "parts" and "wholes," such as collecting three cars into a row.
- 3 years
  - Recognize that parts make up a whole, and whole is bigger than individual parts. However, they may not be able to use numbers or measurements to explain why this is the case.
  - Begin to use tools to divide playdough shapes (circle, square, or rectangle) into two or more generally equal parts, through trial and error, and they may not be able to explain how they decided what was "equal."
- 4 years
  - Attempt to label a whole and its parts with numbers, such as explaining that their basket of 4 pieces of play food has 2 pears and 2 oranges.
  - Continue to explore and become more accurate in dividing shapes into equal parts.
  - Begin to identify "half" of a circle (cookie) or square (sandwich), as well as "half" of a countable quantity (crackers) as they apply to "fair shares."
- 5 years
  - Begin extending their understanding of equal parts to include  $\frac{1}{4}$  and  $\frac{1}{3}$ , such as 4 parts of a sandwich or separating crackers into 3 equal piles.
  - Quickly answer questions about the parts of a whole. For example, recognizing that if there are 3 green blocks and 1 red block, there are

4 blocks, or if there are 6 candies then 3 people can share with 2 candies each.

**Goal 4 Algebraic Thinking:** Children show a growing understanding of patterns, structures, and relationships in math.

**4a. Recognizing and Building Patterns** – Notice, recognize, copy, extend, and create repeating patterns.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Listen to patterns in songs and speech.
  - Explore a variety of objects with their hands and mouth.
  - Imitate facial expressions of people looking at them.
- 6-14 months
  - Explore the characteristics of different objects, such as touching, squishing, and rolling balls with differing textures.
  - Begin to repeat sounds and movements, such as clapping when someone else claps, or saying “dadada” when a familiar adult says “dada.”
- 12-26 months
  - Show attention to the color or other characteristics of toys and other things in their environment.
  - Attempt to repeat clapping or other patterns, with occasional accuracy.
- 24-36 months
  - Engage with songs like “Old MacDonald,” “If You’re Happy and You Know It,” and other pattern and repetition songs.
  - Recognize a simple ABAB pattern, though they may not be able to name or describe it.
- 3 years
  - Put a blue counting bear in the empty spot in a row of yellow bear, blue, yellow, empty space, yellow.
  - While looking at a pattern of blocks set out by an adult, copy the pattern with their own set of blocks.
- 4 years
  - Continue a pattern set out by an adult, adding a triangle and then a circle to a row of triangle, circle, triangle, circle.
  - Recognize, identify, and build repeating AB and ABC patterns.
- 5 years
  - Recognize, identify, and build repeating AAB and AABC patterns.
  - Begin to copy patterns into other materials. For example: looking at an AAB pattern made with yellow and blue counting bears, draw that pattern with yellow and blue crayons.

**4b. Ordering and Seriation** - Arrange objects in order according to changes in a specific attribute, such as size, length, number, color, etc.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Emerging - Explore a variety of objects with their hands and mouth.

## Attachment B

- 6-14 months
  - Explore the characteristics of different objects, such as touching, squishing, and rolling balls with differing textures.
  - Put one object into another, such as a block into a stacking cup.
- 12-26 months
  - Experiment with ordering objects, such as stacking cups on top of each other, placing rings onto a peg, etc.
  - Show attention to the color or other characteristics of toys and other things in their environment.
  - Begin to compare objects by general size, such as “small” and “big.”
- 24-36 months
  - Begin to recognize characteristics such as height as descriptions of people and objects, such as “Mommy is tall” or “babies are little.”
- 3 years
  - When setting out their crayons for an activity, imitate the color order the teacher used for their crayons when they demonstrated what to get.
  - Set out their people figures in the same order as the picture on the box.
- 4 years
  - Set several blocks next to each other, using trial and error to decide which is longest, when working to line blocks from longest to shortest.
  - Place rods of Unifix cubes in order from shortest to longest based on the number of individual cubes.
- 5 years
  - Use a mental map of ordering as they set stacking cups in a row from smallest to largest.

**Goal 5 Measurement:** Children show a growing understanding of the concepts of quantifying and comparing.

**5a.** Notice and recognize that things in their environment can be measured (length/height, weight, area, volume, temperature, time).

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Emerging - Instinctively notice some characteristics that can be measured, such as size and volume.
- 6-14 months
  - Emerging - Instinctively notice some characteristics that can be measured, such as size and volume.
- 12-26 months
  - Notice that one ball is larger than another and reach for the larger ball.
- 24-36 months
  - Begin to recognize characteristics such as height as descriptions of people and objects, such as “Mommy is tall” or “babies are little.”
- 3 years
  - Draw scribbles and spirals both inside and outside the lines when asked to “color in” or “fill in” a square (early recognition of area).

## Attachment B

- 4 years
  - Participate in a group discussion to decide which shelf will best fit the wooden unit blocks.
- 5 years
  - Ask a familiar adult to help them measure string for a bracelet.

**5b.** Compare things in their environment and use the language of measurement (lighter, darker, long, longer, big, bigger, etc.) to describe them.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Emerging - Explore a variety of objects with their hands and mouth.
- 6-14 months
  - Begin to make intuitive comparisons between objects in their environment, such as showing a preference for a softer blanket or a more brightly colored toy.
- 12-26 months
  - Make intuitive comparisons between objects in their environment, such as reaching for the bigger of two balls to play with.
- 24-36 months
  - Use comparisons as generalizations, such as "grownups are big" or "bugs are little."
- 3 years
  - Compare size with simple terms, such as "bigger" and "smaller," "taller" and "shorter," and "lighter" or "heavier."
- 4 years
  - Set several blocks next to each other, using trial and error to decide which is longest, when working to line blocks from longest to shortest.
  - With prompting, place blocks somewhat randomly inside two differently sized squares to compare how much space is inside each square (area), with some accuracy.
- 5 years
  - Place blocks tightly against each other to compare the area, or space inside, two differently sized rectangles, with more accuracy.
  - Point out that one book must be "longer" than another one because the spine is thicker.

**5c.** Use non-standard and standard tools and units of measurement.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Emerging - Explore a variety of tools and other objects with their hands and mouth.
- 6-14 months
  - Pick up food with a pincer or fist grasp, depending on the size of the food.
  - Play with measuring cups and spoons in the sensory table.
- 12-26 months
  - Scoop water with a cup and pour it into a bucket until the bucket overflows.

## Attachment B

- 24-36 months
  - Play with measuring cups and spoons in the sensory table and during dramatic play.
- 3 years
  - Use a cup to move sand into a bucket, counting out loud as they pour each cupful in, sometimes.
  - Hold a piece of fruit in each hand to decide which is heavier.
- 4 years
  - Begin to use formal measuring tools, such as tape measures and balance scales, to determine size and weight.
  - Use informal measuring tools, such as footsteps, hands, or blocks to measure length, volume, and other measurable characteristics.
- 5 years
  - Expand their use of formal measuring tools to include more complex or detailed tools, such as rulers, kitchen and bathroom scales, thermometers, etc.
  - With support, measure ingredients for making bread.

**Goal 6 Collecting and Organizing Information:** Children begin to develop processes and strategies for classifying and using data.

**6a.** Recognize and classify things in their environment.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Intuitively recognize objects or situations as similar in some way.
  - Determine if an object is something to suck on or not.
  - Show a preference for certain textures (softer toys instead of firmer ones, for example), or for certain flavors of puree (carrot versus peach, for example).
- 6-14 months
  - Begin to make intuitive comparisons between objects in their environment, such as showing a preference for a softer blanket or a more brightly colored toy.
- 12-26 months
  - Collect objects that are alike, such as gathering rocks, flowers, or sticks from the playground or walking trail.
  - Point to and identify a bird, cat, or dog.
- 24-36 months
  - Collect objects that are alike, such as gathering only "big" leaves from the playground.
- 3 years
  - Begin to describe the difference between objects, such as telling that one doll has a blue dress and the other has a red dress.
  - Participate in a group activity to count how many people in the group have pets.
- 4 years
  - Describe the similarities and differences between objects, such as determining by feel that some of a collection of buttons are fabric-covered and others have holes.

## Attachment B

- Ask the other children if they have a cat at home and make marks in their journal to count how many.
- Chart different kinds of weather with their group over the course of a week or a month.
- 5 years
  - Measure the growth of their seedling every day.
  - Classify items by their similarities, such as “all of these animals have fur, and these ones over here have scales!”

### **6b.** Sort things in their environment into groups based on attributes.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Intuitively recognize objects or situations as similar in some way.
  - Turn their head away to refuse certain flavors of puree.
- 6-14 months
  - Place objects together that are different, such as putting blocks and dolls into the same basket.
  - Help an adult put balls in one basket and blocks in another, sometimes.
- 12-26 months
  - Help an adult separate the teddy bears from the dolls in the dramatic play area.
- 24-36 months
  - Collect leaves from the playground and, with support, sort them by size or color.
- 3 years
  - Sort blocks by material (plastic/wooden) during clean-up time.
  - Sort animals by habitat (farm or forest, for example).
- 4 years
  - Organize buttons based on different attributes, such as solid color, stripes, dots.
  - Sort manipulatives into separate containers during clean up time.
- 5 years
  - Collect leaves and sort by type of tree and/or leaf shapes.

## Engineering and Technology

**Goal 1 Creativity and Critical Thinking:** Children use tools (digital or non-digital) to learn, create, accomplish tasks, and solve problems.

**1a.** Explore the tools, objects, and materials in their environment.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Grasp and shake a rattle.
  - Grasp and squish a stuffed animal.
- 6-14 months
  - Bang on a pot with a wooden spoon.
  - Hold a spoon and play with it during feeding time.
- 12-26 months
  - Grab for and play with hanging or attached toys on an exersaucer.
  - Pull the string to get a string toy closer to them.
- 24-36 months
  - Use stamps to make marks on paper.
  - Pound play dough with a rolling pin.
  - Use a stick to pull an object closer to them.
- 3 years
  - Use a camera to take a picture of their block tower.
  - Use a sand timer to know how long their turn is on a computer.
  - Use a triangular block as a ramp for a small car.
- 4 years
  - Record the behaviors of a classroom pet on a tablet, on chart paper, or in a science journal.
  - Work with a group to build a tunnel out of shipping boxes that is large enough to crawl through.
  - Use an empty cereal box to support an unsteady "balcony" area of the castle they are building.
- 5 years
  - Use a tablet, or clipboard and paper, to record other children's responses to a survey of their favorite colors, then use blocks or paper and markers to create a graph to show the most common favorites.
  - Use a tablet and stylus to "sign in" when they enter the classroom.

**1b.** Experiment with different uses for objects, materials, and tools.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Bite and chew on learning materials and objects such as plastic spoons for babies.
- 6-14 months
  - Use a rattle to knock over a stuffed animal.
- 12-26 months
  - Use a spoon to eat during feeding time and as a drumstick during play.
  - Connect linking toys to each other and tap them together to make noise.



## Attachment B

- 24-36 months
  - Swish a whisk in the sand table.
  - Use a drinking cup to move sand or water in the sensory table.
  - Use different materials as a substitute for a paint brush.
- 3 years
  - Use a large appliance box as a space for dramatic play.
  - Use wood blocks to make a ramp for cars.
  - Use wooden blocks to build a road for the animal toys to follow.
- 4 years
  - Make walls, tunnels, and towers for their castle construction with paper towel tubes and cardboard boxes.
  - Use a stylus to navigate a smartboard and find out how tall a T. Rex was.
- 5 years
  - Use a tablet to watch a video of how crayons are made.
  - Use scrap supplies and paper to engineer an imaginary city.

### **1c.** Learns from their experiments and experiences.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Notice that banging their hand in the water makes the toys move on the waves, and then continue to pat the water so they keep moving.
  - Notice that familiar adults respond to their distressed vocalizations by coming to them to offer comfort and check on their needs and continue to use that method to express their needs.
- 6-14 months
  - After tasting a new food, they enjoyed, show excitement when being offered that food again.
  - Recognize that banging two plastic blocks together makes a noise, and then experiment with banging those blocks against a hard floor for different noises.
- 12-26 months
  - Explore objects through an increasingly wide variety of actions such as shaking, dropping, pushing, rolling, squeezing, and throwing them.
  - Stack blocks into towers and knock them over, again and again.
- 24-36 months
  - Put a door stop in front of the door to make it stay open.
  - Flush the toilet after using it.
- 3 years
  - Carry their toy cars to the hard floor or table to play "because they go faster" than when they're on the carpet.
  - Bounce balls on the sidewalk with more and more force, to get them to bounce higher.
- 4 years
  - Add water to sand to make it moldable without turning into mud.
  - Stop pouring milk into their cup before it's full or overflows.

## Attachment B

- 5 years
  - Learn how to play *Red Light, Green Light* and explain the rules to another child.
  - Experiment to discover what a magnet will stick to.

**1d.** Recognizes real-world problems in their environment and begins to experiment with tools and other strategies to solve those problems.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Mouth a teething ring to soothe their aching gums.
- 6-14 months
  - Start pulling themselves up on furniture to reach a toy.
  - Turn the bottle around to get the correct end in their mouth to drink.
- 12-26 months
  - Point to an object they want.
  - Try to place shapes into their appropriate place in a shape sorter.
- 24-36 months
  - Lead a familiar adult to an object they want and point to it.
  - Try different scoopers in the sand box to fill their bucket with sand.
- 3 years
  - With adult support, look through the basket of playdough tools to find something that will cut playdough.
  - Walk around the room touching a magnet to different things to find out what will stick to it.
- 4 years
  - Ask a familiar adult to plug in a tablet that won't turn on.
  - Think of and test several ways to build a sturdy ramp for their toy cars.
- 5 years
  - Ask a familiar adult to look up the directions for a card game they want to play.

**Goal 2 Communication and Collaboration:** Children use tools (digital or non-digital) to communicate and collaborate with others.

**2a.** Explores tools for the purpose of communication or self-expression.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Emerging
- 12-26 months
  - Emerging
- 24-36 months
  - Point to a picture card to explain what they want or need.
  - Have pretend conversations on toy phones.
  - Answer a pretend call on a toy cell phone.
- 3 years
  - Use a mirror to watch themselves make happy and sad faces.

## Attachment B

- 4 years
  - Use a tablet to take pictures of themselves making different faces.
  - Use adaptive devices to operate software on the computer.
  - Join in with others of differing abilities in solving a puzzle or maze.
- 5 years
  - Play a “coding” game using arrow cards to “program” another child’s movements.
  - Use a translation or interpreter app to help them communicate with a friend whose home language is not the same as their own.

### **2b.** Uses tools to work with others.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Emerging
- 12-26 months
  - Emerging
- 24-36 months
  - Color on paper with crayons or in a coloring app, with another child.
- 3 years
  - Work with other children to take pictures for a collage.
  - Use a computer next to another child.
- 4 years
  - Work with other children to use a tablet to collect data on their peers’ favorite fruit.
  - Use glue sticks, scissors, and paintbrushes to create a mural with other children.
  - Take turns using a tablet with another child.
- 5 years
  - Work as a group to draw a map on a tablet or chart paper.
  - Plan and build a complex block construction with other children.

**Goal 3 Exploration and Information:** Children explore and interact with (digital or non-digital) tools and resources.

**3a.** With adult support and supervision, recognizes that (digital or non-digital) tools and resources have different purposes.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Emerging
- 12-26 months
  - Emerging
- 24-36 months
  - Emerging

## Attachment B

- 3 years
  - With adult supervision, click on a specific, favorite game app on a classroom tablet.
  - Use a small mallet or hammer to pound golf tees into a Styrofoam block.
  - Use a scoop to move water or sand from the sensory table into a container.
- 4 years
  - With adult supervision, choose a game from the PBS Kids website using visual cues.
  - Use a screwdriver to drive large, flat-tipped machine screws in and out of a block of wood, using their fingers to twist and untwist a bolt on the other side of the screw.
  - Use a small garden trowel to dig holes for planting seeds.
- 5 years
  - With adult supervision, identify a website of their choosing from the options bookmarked in the web browser.
  - Use a stencil, straight-edge ruler, and/or compass to draw shapes on paper.
  - Use an eyedropper to move liquid from one container to another.

**3b.** With adult support and supervision, explores (digital or non-digital) tools and resources to find information.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Emerging
- 12-26 months
  - Emerging
- 24-36 months
  - Emerging
- 3 years
  - With adult support and supervision, use a tablet to look for pictures of a plant's life cycle.
  - Look at a picture of a block tower as an example of what they can build.
- 4 years
  - With adult support and supervision, use a computer to look up instructions for how to plant seeds.
  - With adult support, use non-standard measuring tools, such as blocks or carpet squares, to figure out how long something is.
  - Look through a book about birds to find out how many different colors a parakeet can be.
- 5 years
  - With adult supervision, look up dinosaurs in an encyclopedia app to find out what color dinosaurs were.
  - Use a cup, compass, or stencil to draw a circle.

**3c.** Communicates about their experiences with (digital or non-digital) tools and resources.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Emerging
- 12-26 months
  - Emerging
- 24-36 months
  - Emerging
- 3 years
  - Describe a game they play on a family member's phone at home.
  - Draw a picture of one of the characters from a favorite game.
  - Show a familiar adult how they used scoops and funnels in the sensory table.
  - Use adaptive devices for support when in telling peers about themselves.
- 4 years
  - Use a tablet to take pictures of themselves making different faces.
  - Tell about something they learned from a video clip about penguins.
  - Draw pictures every week showing what the seed they planted looks like as it grows.
  - Show others a video they made of themselves dancing.
- 5 years
  - Follow along with a simple YouTube Kids video as it demonstrates how to draw a cat.
  - Record their measurement of the rain in their science journal.
  - Use an encyclopedia app to answer their questions about where penguins live.

**Goal 4 Responsibility with Technology:** Children begin to use digital tools and resources responsibly.

**4a.** With adult support and supervision, uses digital tools and resources responsibly.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Emerging
- 12-26 months
  - Emerging
- 24-36 months
  - Emerging
- 3 years
  - Engage in a large group activity to make a short list of what is expected when they are using digital tools in the learning environment.

## Attachment B

- When reminded, leave their food or drink on a table away from the device they're using.
- With modeling and guidance, turn a device on and off, and navigate to favorite apps.
- When reminded, shut down a device when they are finished using it.
- With modeling and practice, return a device to an adult when they see a low battery warning.
- 4 years
  - Ask questions and engage in a conversation about how to use digital tools responsibly when the group is making a list of expectations.
  - With modeling and guidance, carry a device carefully around the room to take photos.
  - When reminded, and with modeling and guidance, plug a tablet into its charger when they see a low battery warning.
- 5 years
  - Make suggestions about how to use digital tools responsibly when the group is deciding on expectations for their use.
  - With modeling and guidance, use a mouse to navigate a computer screen.
  - With support, use different apps on a device to take a series of photos of a plant, and then include those photos in a slideshow of the plant's growth.
  - With guidance and support, explain that a photo on the internet belongs to the person who took the picture.

**4a.** With adult guidance and supervision, begins to demonstrate an understanding of internet safety.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - Emerging
- 12-26 months
  - Emerging
- 24-36 months
  - Emerging
- 3 years
  - Emerging
- 4 years
  - Ask questions and engage in a conversation about how to use the internet safely when the group is making a list of expectations.
  - Use only provided apps and digital resources on their device.
  - Share pictures by showing the device to other children.
- 5 years
  - Make suggestions about how to use the internet safely when the group is deciding on expectations for their use.
  - Use a tablet to take pictures of themselves making different faces.

## Attachment B

- With guidance and supervision, use only those websites listed in a web browser's bookmarks.
- With guidance, remember to only open a web browser or internet-connected software when an adult is supervising.
- With modeling and support, use the share feature of a photo app to upload a photo of their block tower to a classroom archive managed by an adult.
- With modeling and support, remember that they should not share any personal information (name, age, address, phone number) online.

## Science

**Goal 1 Scientific Thinking:** Children explore and demonstrate curiosity about the world around them.

**1a.** Observe and investigate their environment using scientific thinking, scientific vocabulary, and the scientific method.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Turn toward a new sound.
  - Put a toy or manipulative into their mouth to learn about it.
  - Manipulate plush texture cubes and other textured toys.
  - Show interest in people's faces by looking and exploring them with their hands.
- 6-14 months
  - Crawl toward new materials or toys.
  - Fill and dump cups of water.
  - Show that they recognize the difference between familiar and unfamiliar people in their reactions - smiling or appearing happy with familiar faces and seeming more hesitant or upset with unfamiliar people.
  - Pick up multiple toys and shake each one to find out if it makes noise.
- 12-26 months
  - Build a block tower and knock it down.
  - Climb on a playscape.
  - Explore leaves and large pinecones in the tray table.
  - Squish fingerprint between their fingers and hands while painting.
- 24-36 months
  - Ask, "What's that?" when they hear an unfamiliar noise.
  - Bang, shake, and look closely at a toy to figure out how it works.
  - Join a playdough activity that is already in progress.
  - Pour sand through a funnel at the sensory table.
  - Search for dandelion puff balls on the playground.
  - Paint with leaves and long blades of grass from the playground instead of paint brushes.
- 3 years
  - Notice snow on the ground and say, "It's cold!"
  - Build a snowman by stacking lumps of snow.
  - Observe and discuss the movement of worms in the sensory table.
  - Wheel around the room with a magnet wand, testing different objects to find out if they stick (are magnetic).
- 4 years
  - Mix paint colors and notice the new color they create.
  - Notice which side is lower/heavier when weighing rocks on a balance scale.
  - Take a nature walk around the outside of the building with an adult and ask them to identify things.



## Attachment B

- Taste several varieties of apples and describe the differences in flavor, color, and texture.
- 5 years
  - Draw their observations of a seedling's growth over time in their science journal.
  - Notice the different colors of the birds on the playground.
  - Use magnifying glasses to observe plants and insects on the playground and record their observations in a science journal.
  - Label the parts of a flower in a drawing.

### **1b.** Explore cause-and-effect relationships.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Wave their arms to hit a mobile on their baby gym and make it move.
  - Watch a toy car as it rolls across a hard floor.
- 6-14 months
  - Push buttons or turn knobs on a pop-up toy to make something happen.
  - Pour water through a waterwheel to make it spin.
- 12-26 months
  - Open and close drawers and cabinet doors.
  - Push and pull a toy with wheels.
  - Pull the string on a talking toy.
- 24-36 months
  - Stack and knock down block towers.
  - Put the lid on a container of sand and hold it upside down to see if any pours out.
  - Blow and pop bubbles.
- 3 years
  - Mix playdough colors together.
  - Melt ice cubes in their hands.
- 4 years
  - Use a flashlight to make shadows with their hands.
  - On a light table, stack a blue translucent square on top of a red one to make purple.
- 5 years
  - With adult support, mix vinegar into baking soda to make it fizz over the edges of the container like a volcano erupting.

### **1c.** Observe, compare, and classify objects and information.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Show a preference for certain textures (softer toys instead of firmer ones, for example), or for certain flavors of puree (carrot versus peach, for example).
  - Explore the physical attributes of toys by putting toys in their mouths.

## Attachment B

- Experiment with different ways to move their own body parts.
- 6-14 months
  - Move away from or gravitate toward loud toys (comparing and showing preference).
  - Stack ring toys.
  - Touch and explore a variety of textures.
  - Help an adult put balls in one basket and blocks in another, sometimes.
- 12-26 months
  - Help an adult separate the teddy bears from the dolls in the dramatic play area.
  - Point to and identify a bird, cat, or dog.
  - Collect rocks, flowers, or sticks from the playground or walking trail.
- 24-36 months
  - Work with a group to sort blocks by color.
  - Collect only "big" leaves from the playground.
  - Collect leaves from the playground and, with support, sort them by size or color.
- 3 years
  - Sort blocks by material (plastic/wooden) during clean-up time.
  - Talk about cats and dogs and demonstrate an understanding that they are different.
  - Sort animals by habitat (farm or forest, for example).
- 4 years
  - Ask the other children if they have a cat at home and make marks in their journal to count how many.
  - Chart different kinds of weather with their group over the course of a week or a month.
  - Sort buttons by feel, into piles of fabric-covered buttons and buttons with holes.
  - Sort manipulatives into separate containers during clean up time.
- 5 years
  - Measure the growth of their seedling every day.
  - Classify items by their similarities, such as "all of these animals have fur, and these ones over here have scales!"
  - Collect leaves and sort by type of tree and/or leaf shapes.

**1d.** Communicate and/or record observations, questions, and predictions about their environment.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Cry or grunt when their bottle is empty.
  - Vocalize or squirm when they are put down after being held.
  - Grab at a bottle being brought to them when they are hungry.
- 6-14 months
  - Hold up their arms toward an adult, expecting to be picked up.

## Attachment B

- Smack the surface of the water in a sensory table and laugh when it splashes.
- Lift a blanket off a toy the adult has hidden for them as they begin to develop a sense of object permanence.
- 12-26 months
  - Bring a rock from the playground to an adult to show its features (smooth, sparkly, colors, etc.).
  - Hold an adult's hand to take them across the playground and show the bugs they found.
- 24-36 months
  - Point out the window and announce, "Snowing!"
  - Ask why there are no leaves on the trees.
- 3 years
  - Ask to feed the classroom fish when they come to school in the morning because "it's breakfast time!" or the fish usually gets fed in the mornings.
  - Say, "It's sunny—we can go outside!" or look out the window at the rain and grumble, "But I wanted to go outside."
  - Chart their predictions about what color flower will grow from the seeds they planted.
- 4 years
  - Point out the squirrels gathering nuts and ask why they need so many.
  - Tell stories about the squirrels in their neighborhood eating the jack-o'-lanterns and playing with the decorations.
  - Chart different kinds of weather with their group over the course of a week or a month.
  - Point out the tiny buds beginning to form on trees and plants in the spring.
- 5 years
  - Notice that the classroom fish comes to the surface of the water when people stand near the tank, and ask, "Why is he doing that?"
  - After being taught that a plant needs moist soil, touch the soil in a potted plant and ask to water it because it's dry.
  - Notice that the clouds are getting darker and say, "I think it's going to rain."
  - Use a bar graph to chart favorite colors in the group and discuss the results using terms like "more," "less," and "equal."
  - Record the height of their seedling in their science journal each day.

**Goal 2 Physical Science:** Children show a growing understanding of the scientific principles of physical science. (Birth-K Teacher Education Standards)

**2a.** Explore and compare the ways objects move, including their speed, direction, and duration of movement.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months

## Attachment B

- Kick at a mobile to make it move.
- Shake a rattle.
- 6-14 months
  - Bang two blocks together.
  - Push a toy car across the floor.
- 12-26 months
  - Show interest in the different ways a ball might move when rolling it down a ramp.
- 24-36 months
  - Roll a ball to an adult sitting across from them, and say, “fast!” when the adult rolls a ball back to them.
- 3 years
  - Build ramps for toy cars and experiment to see which car goes faster down the ramp.
- 4 years
  - Build a marble run and make predictions about what pieces they can add to make the marble move faster or slower.
- 5 years
  - Drop a feather and a baseball from the same height and notice that the feather falls slower.

**2b.** Explore and observe the states of matter (liquids, solids, gasses) in their environment.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Tense up when placed in water.
  - Explore the sensation of puree in their mouth when it is being introduced into their diet.
  - Move their arms and kick when placed in the water.
- 6-14 months
  - Splash water around at a sensory table.
  - Pull back when touching cold water or snow.
- 12-26 months
  - Observe and play with ice as it melts.
  - Notice that sand and water both slide through a funnel in the sensory table.
- 24-36 months
  - Mix water with dirt to create mudpies.
  - Ask a familiar adult where the rainwater went, when the playground slide is dry the day after a rainstorm.
- 3 years
  - Notice that snow is melting into water, while playing with snow outdoors or in the sensory table.
  - Paint with ice cubes that have been made with drops of food coloring.
  - Use their hands to melt ice cubes in the sensory table.
- 4 years
  - Breathe onto a cold window so they can write their name in the condensation.

## Attachment B

- Participate in group discussions to identify items that fit into the categories of solids, liquids, and gasses.
- Explain that when ice and snow melt, they both turn into water.
- 5 years
  - Work with a group to shake a jar of heavy cream until it turns to butter.
  - Sort and classify items as solids, liquids, or gasses.
  - Notice that when rain freezes in cold weather, it turns into ice.

### **2c.** Observe and explore light and sound.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Respond when lighting has changed.
  - Turn toward familiar voices.
  - Look toward a mobile or baby gym that is lighting up or making noise.
- 6-14 months
  - Reach for a rattle that is being shaken.
  - Show interest when someone is singing or making music.
  - Reach for toys that light up or make noise.
- 12-26 months
  - Bang and shake toys to hear different sounds.
  - Show interest in movement and light on device screens, such as a colorful and highly active character on television.
  - Play with translucent colored blocks on a light table.
- 24-36 months
  - Use different materials on a light table to see how the light changes.
  - Hold translucent color panels up to the window and look through them.
- 3 years
  - Use the light switch to turn lights on and off.
  - Build with translucent colored blocks on the light table.
  - Play with toy drums or egg shakers.
- 4 years
  - Play with a child-size piano or keyboard.
  - Use a variety of objects as drums.
  - Ask for sunglasses to shield their eyes from the sunlight.
  - Layer red and blue translucent panels over each other on the light table to make purple.
- 5 years
  - Tap different things around the room using rhythm sticks to see how the sound varies.
  - Use a desk lamp to make shadow puppets.
  - Play an electronic *Simon Says* game and match the light patterns, sometimes.

**Goal 3 Earth Science:** Children show a growing understanding of the scientific principles related to the earth.

**3a.** Explore and recognize a variety of earth materials in their community (soil, rocks, water, etc.) and their observable properties.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Move arms and legs when placed in the water.
  - Place objects in their mouth to learn about them.
- 6-14 months
  - Fill and dump cups of water.
  - Squish dirt and mud in their hands.
  - Stroke their hands over grass or leaves to explore the texture.
- 12-26 months
  - Play with sand or water in the sensory table.
  - Collect rocks with different colors and textures – shiny, gray, black, speckled, smooth, spiky, bumpy, etc.
  - Bring a rock from the playground to an adult to show its features (smooth, sparkly, colors, etc.).
- 24-36 months
  - Collect rocks, flowers, or sticks from the playground or walking trail.
  - Identify different earth materials (dirt/soil, rock, water, etc.), especially after hearing an adult name them several times.
- 3 years
  - Match color swatches with the different colors of soil and rocks they find on the playground.
  - Participate in a group activity to identify differences between a collection of rocks.
  - Sort rocks by size, color, shape, or texture.
- 4 years
  - Use a magnifying glass to look closely at the dirt to see and identify grains of soil, as well as tiny twigs, rocks, and sometimes insects.
  - Match color swatches with the different colors of soil and rocks they find on the playground.
- 5 years
  - Shake several different kinds of rock in a container until the rocks begin to grind together and produce new sand and soil, then discuss what happened.
  - Experiment with using soil, water, and other natural materials such as straw and broken leaves to create mud bricks in an ice cube tray, then build with them once they dry.

**3b.** Recognize and identify different weather conditions and the ways weather can impact their lives.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Respond to changes in the weather, such as chill or rain.

## Attachment B

- 6-14 months
  - Express interest in changes in the weather, such as the sound of rain on the roof or snow falling.
- 12-26 months
  - Say, "Wet!" when walking outside in the rain.
  - Snuggle into a blanket on a cold day.
- 24-36 months
  - Go outside without a coat during the winter, then ask for their coat.
  - Show interest in playing in a rain puddle.
- 3 years
  - Ask for sunglasses when it is sunny out.
  - Laugh and dance in the rain.
  - Express disappointment when rain means they won't be able to play on the playground.
  - Participate in a group activity to make a snowman.
- 4 years
  - Identify appropriate clothes for different kinds of weather (shorts for sunny days, rain jacket for rainy days, heavy coat for cold winter days, etc.).
  - Participate in a group routine to identify and record the daily weather.
- 5 years
  - Describe the weather using more detail, such as "It's only raining a little bit," or "It's sunny now, but my momma says it's going to snow later."
  - Use a weathervane or windsock to figure out which way the wind is blowing.
  - Participate in a group routine to chart how many days each type of weather has happened.

**3c.** Recognize and make connections between the seasons and their observable characteristics.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Use senses and respond to changes in the environment and routines in different seasons, such as temperature changes and daylight at bedtime.
- 6-14 months
  - Use senses, respond to, and may begin to consciously recognize that there are changes in the environment and routines as seasons change.
- 12-26 months
  - Respond to the snow falling in winter by pointing and catching snowflakes.
  - Hold their hand out for the rain or snowflakes to land on.
- 24-36 months
  - Notice that the playground slide is hot to the touch from the sun.
  - Ask why there are no leaves on the trees.

## Attachment B

- 3 years
  - Notice snow on the ground and say, "It's cold!"
  - Point out the leaves falling in autumn and new buds and sprouts in spring.
- 4 years
  - Notice leaves falling from the trees and say that soon it will be time to go to the apple orchard or pumpkin patch.
  - Point out that the leaves change color before they fall off the tree.
- 5 years
  - Participate in a group routine to chart the changing temperatures.
  - Categorize types of weather by the seasons they typically happen in.

**Goal 4 Life Science:** Children show a growing understanding of scientific knowledge related to living and non-living things.

**4a.** Observe, explore, and describe a variety of plants and animals in their community, and their life cycles.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Turn toward the sound of a bird chirping or a dog barking.
- 6-14 months
  - Giggle when their family dog "kisses" their face.
- 12-26 months
  - Show excitement when they see another animal like their family pet.
  - With support, gently stroke the leaves of a plant.
  - Identify stuffed animals, drawings, and photos of familiar animals.
- 24-36 months
  - Mimic the actions of an adult caring for a plant or feeding a pet.
  - Identify some characteristics of animals, such as color or color patterns, and size.
- 3 years
  - Point at a bird on the playground and announce, "Birds eat worms!"
  - After an adult explains that a tree's roots help it drink water, pour a cup of water at the bottom of a tree to "help it drink."
  - With guidance and support, use their fingers to poke holes in soil for planting seeds.
  - Identify more characteristics of animals and plants, such as the color of the leaves and flowers of a particular plant, a dog's ear shape, etc.
  - Show interest in caring for the environment, such as asking to care for plants or animals in the learning environment.
- 4 years
  - Tell a familiar adult, "The tree's leaves are red, but they were green before," and ask why.
  - When drawing a picture of themselves at Halloween, draw trees with orange and brown leaves.
  - Ask about different kinds of flowers, and compare different characteristics of their seeds (size, color, shape, etc.).



## Attachment B

- Begin to recognize and discuss the life cycles of different kinds of animals, such as recognizing that a bird hatches from an egg, but cats give birth to kittens.
- 5 years
  - Describe a caterpillar they saw outside and ask what kind of butterfly it will turn into.
  - Describe or identify more details around the characteristics of plants and animals, such as the breed of a familiar type of dog, the shape of a flower petal or leaf, more detail around the colors in a butterfly's wings, etc.
  - Watch a deer run through a field and notice that it gallops like a horse.

**4b.** Observe and explore the habitats of a variety of plants and animals in their community (such as wooded areas, parks, lakes, and streams).

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Use their senses and respond to different environments, such as tensing up in the cold when out for a walk in the stroller.
  - Notice and respond to the noises of the outdoors, such as turning their head toward birds calling.
  - Reach out toward a leaf falling near them.
- 6-14 months
  - Respond to differences in the environment, such as watching the sun flicker through the leaves of trees overhead.
  - Watch the environment and natural features around them as they ride in a stroller.
  - Point at a bird flying overhead.
- 12-26 months
  - Pick up items they find outside, such as leaves and rocks.
  - Notice the difference in texture between a fresh green leaf and an old, fallen brown leaf when they squeeze it in their hand.
- 24-36 months
  - Point out and name various features of the environment when going for a walk, such as "tree" or "water."
  - Ask about a feature of the environment, such as the moon visible in the daytime sky.
  - Show excitement when they see a frog, turtle, bird, or other wild animal.
- 3 years
  - Compare and describe features of the environment, such as identifying one lake as bigger than another.
  - Explain that the park they like best is the one where they go to watch the big fish in the pond.
  - Identify the basic needs of animals (food, water, air, and shelter).
- 4 years
  - Tell about the frogs they saw during their visit to the lake.

## Attachment B

- Participate in a group discussion about where they have seen deer in their community.
- Identify the basic needs of plants (water, air, sunlight, and nutrients).
- 5 years
  - Point out a bush on the playground that is the same kind as one in their aunt's backyard.
  - Identify pictures of neighborhood places they've been, such as a local library, park, or stream, sometimes.
  - Participate in a group project to draw pictures of animals that live in their community, to paste where they have been seen on a map of their community.
- Watch for animal tracks during an outdoor walk.

**4c.** Observe, describe, and compare the differences between living and non-living things.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Place objects in their mouth to learn about them.
- 6-14 months
  - Show preferences between differently textured blankets.
  - Respond differently to brightly colored and neutral shaded toys.
  - Point at a bird flying overhead, or other moving things (a rolling ball, leaf falling, etc.).
- 12-26 months
  - Collect rocks with different colors and textures – shiny, gray, black, speckled, smooth, spiky, bumpy, etc.
  - Reach for insects and small animals flying or crawling nearby.
- 24-36 months
  - Collect rocks, flowers, or sticks from the playground or walking trail.
  - Identify different plants, animals, and natural materials (flower, duck, rock, etc.), especially after hearing an adult name them several times.
  - Show excitement when a rabbit runs past during an outdoor walk.
- 3 years
  - Participate in a group activity to categorize things as "alive" and "not alive."
  - Sort rocks or leaves by size, color, shape, or texture.
  - Categorize things as "alive" and "not alive," sometimes. For example, recognizing that a dog is a living thing, and a toy car is not.
  - Mis-identify a dead plant as a "non-living" thing.
- 4 years
  - Sort pictures of plants, animals, and other objects into "living" and "non-living" categories.
  - Mis-identify seeds or coral as "non-living" things.
- 5 years
  - Ask a familiar adult if a caterpillar's chrysalis is a living or non-living thing.

## Attachment B

- Explain that plants and animals need food and water, but non-living things like rocks and toy cars do not.

## Social Studies

**Goal 1 Self, Family, and Belonging:** Children understand and respect themselves and others as individuals and as members of a family, learning environment, and community.

**1a.** Recognize themselves as unique individuals and become aware of the uniqueness of others.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Smile at their own reflection in the mirror.
  - Explore their hands, feet, body, and movements.
  - Observe what others are doing.
  - Respond by quieting, smiling, or cooing when a familiar adult says their name.
- 6-14 months
  - Reach for a familiar adult or another child.
  - Nestle into a familiar adult's body when being held.
  - Show curiosity and reach for someone else's glasses or hair.
  - Smile or show curiosity when looking at photos of culturally and racially diverse people.
  - Express their personal preferences and needs through vocalizations and gestures.
  - When called by name, look, or move toward the person speaking.
  - Pay attention when others notice what they can do.
- 12-26 months
  - Recognize and respond to their own first/given name.
  - Express their personal preferences and needs through gestures, signs, utterances, and simple words.
  - Attempt to call others by their names or titles. For example: Everyone with features similar to their "grandma" may be titled "a grandma."
- 24-36 months
  - Identify and name some parts of their own and others' bodies.
  - Express their personal preferences and needs through simple signs, words, and phrases.
  - Call familiar adults, peers, and pets by their names or titles.
- 3 years
  - Recognize and respond to their own first/given and last/family name.
  - Identify some of their own physical characteristics, such as hair color, eye color, and hair texture or length.
  - With support, recognize the similarities and differences between their own characteristics and preferences and those of others.
  - Join in group conversations about children's preferences in concrete categories such as food, colors, play areas, etc. "I like playing in the art area. Sometimes Layla will paint with me, but her favorite is the blocks."
- 4 years
  - Recognize and describe similarities and differences in some of their own and others' physical characteristics, such as hair color, age, and relative height. For example: "I'm taller than Miguel."

## Attachment B

- With support, identify some of their own and others' character traits. For example, "Salim is a good friend. Jordan is nice, too. Kiki talks loud."
- 5 years
  - Recite their home address and/or phone number.
  - Tell about and discuss events involving their family members.
  - Compare their own family and cultural traditions to others'. For example: "My family lights candles for Channukah but Laurie's family has a tree for Christmas." Or "I like bacon, but Nyla doesn't eat pork."

**1b.** Recognize themselves as members of a family and become aware of how families are alike and different.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Respond differently to familiar and unfamiliar adults.
  - Develop trust and attachment to familiar adults.
  - Use sounds, facial expressions or body movements when recognizing family members and other familiar adults.
- 6-14 months
  - Seek comfort from familiar adults.
  - Reach for a familiar adult.
  - Use sounds, facial expressions, body movements, signs, and simple words when recognizing family members.
- 12-26 months
  - Ask questions with signs, words, or gestures about the similarities and differences between themselves and others, such as reaching to touch a child's straight hair, and then their own curly hair.
  - Point at or name their family members in a display of family photos.
  - Seek out a family member when they are hungry.
  - Explore playdough or other new materials when a familiar adult is nearby.
  - Cry when a familiar adult leaves.
  - Hide behind a familiar adult in the presence of unfamiliar people.
- 24-36 months
  - Call family members by their names or titles.
  - Imitate a family member during dramatic play, such as singing the lullaby their grandmother uses to put them to sleep when playing with a baby doll.
  - Imitate their own family or cultural traditions during dramatic play.
- 3 years
  - Ask a friend, "Is that a picture of your family? This one is a picture of my moms and my brother."
  - Hold a family member's hand and lead them to their classroom or group.
  - Describe the learning environment as "mine."
  - Draw a picture of their family, including themselves.
- 4 years
  - Tell about building a sandcastle with their family.

## Attachment B

- Draw a picture of their family and dictate the name of each person so a familiar adult can label the drawing.
- Share about the work the adult members of their family do. "Daddy goes to work at the fire station and Nana stays home with me and my sister."
- Draw a picture of their babysitter and say, "I like him. He plays trucks with me!"
- When participating in a group discussion about things to do in Fall, describe their family's Día de los Muertos traditions.
- 5 years
  - Point to people in a photo from a large family gathering. "That's my Aunt Lily and Aunt Gigi. This is Grampa Ed and my cousin Maia."
  - Look at a friend's drawing of their family and have a conversation about the ways their families are different and the same. "I don't have a dog like you. I have an iguana named Princess." And "Your mama wears a headscarf like my mama!"
  - Tell about playing in the backyard with their cousins, or about other family relationships.

**1c.** Demonstrate a growing sense of belonging across their home, their learning environment, and their community.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Turn toward or pause to listen to a familiar voice.
  - Calm to a family member or familiar adult's voice.
  - Look at a familiar adult, move or make sounds to get attention.
  - Smile when talked to or smiled at.
  - Recognize familiar people.
- 6-14 months
  - Calm when a familiar adult offers comfort.
  - Smile or laugh when playing simple games such as peekaboo, open them, shut them, little piggy, and others that may be specific to their family or culture.
  - Reach out or cry when a familiar adult leaves.
  - Look up when their name is said aloud.
- 12-26 months
  - Seek out a familiar adult when they need help.
  - Play on a climber while a familiar adult walks around the playground.
  - Engage with toys and other children in familiar places.
- 24-36 months
  - With support, participate in adult-led routines such as singing a familiar good morning song at the start of each day or gathering their blanket for naptime.
- 3 years
  - Play with blocks while telling about a visit with cousins when they played with blocks together.
  - Tell a familiar adult about their dance teacher.

## Attachment B

- 4 years
  - Share a food their family eats on special occasions.
  - Mention different groups they belong to in conversation. For example, "I build with blocks at my preschool," "My family doesn't eat that food," "I like to play with Sharine and Lucy. They live in my neighborhood."
  - Offer their help to a family member setting the table for a meal, or a classmate cleaning up.
- 5 years
  - Tell about what they did at a family gathering.
  - Say, "I can do it," when a familiar adult is looking for someone to help with a task.
  - Share stories about what they do with their community group, or as part of a cultural tradition.

**1d.** Participate in the routines, customs, and traditions of their family and community, and develops an awareness of and respect for the ways these can differ across settings, families, and cultures.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Calm when listening to familiar lullabies they hear frequently at home.
- 6-14 months
  - Smile or show curiosity when looking at photos of culturally and racially diverse people.
- 12-26 months
  - Smile and clap during the birthday song.
  - Tear open gift wrap on a package.
  - Notice differences in people's appearance and clothing.
  - Show a preference for familiar foods they eat at home.
- 24-36 months
  - Point at a picture of sugar skulls in a book and say, "Tia Bella's" to indicate that they saw those candies when celebrating Día de los Muertos at their aunt's house.
  - Participate in new traditions and holiday celebrations in their learning environment and other communities they are part of.
- 3 years
  - With support, tell about some of their own family traditions, such as "We go to shul and say *Shabbat shalom*" or "Mommy wears a headscarf."
  - In a group discussion about what everyone did over the weekend, tell about going to Aunt Hazel's for a birthday.
- 4 years
  - Recognize and point out differences between traditions at home and in other places. For example: "I use chopsticks at home," or "At home, we say a prayer before we eat."
- 5 years
  - Tell an adult visiting for lunchtime that "Charlotte can't have the meatballs."

- Bring a *Mosaico* or other game from their home culture to show and share with other children.

**Goal 2 Community and Contribution:** Children recognize the value in the contributions they, their families, and others make to the community.

**2a.** Show a growing understanding of and participation with the expectations, boundaries, and responsibilities in their family, learning environment, and community.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Develop trust and attachment to familiar adults.
  - Calm when being held or talked to by a family member or familiar adult.
  - Smile when talked to or smiled at.
  - Begin to show awareness of routines such as feeding, by opening their mouth for the spoon or bottle.
- 6-14 months
  - Watch for a family member as pickup time approaches.
  - Reach for a bottle or food when someone is bringing it toward them.
  - Begin to cooperate during diaper changes, dressing, and bath time.
- 12-26 months
  - With support, participate in simple routines at home or in the learning environment, such as washing hands before a meal or sitting in the group area for story time.
  - With adult assistance, put toys away at clean-up time.
- 24-36 months
  - With modeling and reminders, follow simple guidelines and expectations, such as putting away toys before getting out something new to play with.
- 3 years
  - Participate in simple routines such as gathering for group time, washing hands, or checking on a pet's food, with and without reminders.
- 4 years
  - Offer their help to a family member setting the table for a meal, or a classmate cleaning up.
  - Participate in different routines in different situations, such as washing hands when they come in from the playground at school but pulling out a wet wipe to wash hands at the park.
- 5 years
  - Point out the differences between routines and schedules at home and at school, or other groups they are part of.
  - Say, "I can do it," when a familiar adult is looking for someone to help with a task.
  - Get their naptime blanket out after they finish lunch, anticipating the next step in their daily routine.



**2b.** Develop a growing understanding of what people need to thrive and the ways people fill those needs.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Cry to express hunger, tiredness, and other needs.
- 6-14 months
  - Seek comfort from familiar adults.
  - Open their mouth for a spoon or bottle when hungry.
  - Turn their head away from a bottle when they aren't hungry.
- 12-26 months
  - Use simple signs, words, phrases, and gestures to express their wants and needs.
  - Pull a blanket around themselves when chilled.
- 24-36 months
  - Say, "I'm hungry," "I want yogurt," or "Can I have a cookie?"
  - Cry or show frustration when they're tired.
- 3 years
  - Help give a pet food and water.
  - Point out that animals need food and water just like people.
- 4 years
  - Compare people's clothing to a dog's fur – how it keeps them warm, protected from the sun, etc.
  - Recognize the difference between needing something and wanting it.
- 5 years
  - Describe how they rely on their family to have their needs met. For example: "Daddy went grocery shopping" and "Nana has to work late tonight, but we get to go to the park tomorrow."

**2c.** Develop a growing understanding of value, as well as supply and demand, as they relate to sharing and trading.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Emerging
- 6-14 months
  - With guidance and support, take turns with a toy.
  - Play with community helper costumes and props, such as a fire hat or mailbag.
  - Use words or signs to ask for "more."
- 12-26 months
  - With guidance and support, take turns with a toy.
  - Play with a toy mailbox and say that their grandma is a mail carrier.
- 24-36 months
  - With support, modeling, and guidance, help adults and other children clean up toys.
  - Show frustration and, with support, tell a familiar adult that another child has all the dolls, and they want to play with one of the dolls.

## Attachment B

- 3 years
  - With guidance and support, agree to share a basket of dinosaur toys with another child.
  - With guidance, trade a blue dinosaur to another child in exchange for the red dinosaur they want to play with.
- 4 years
  - Use costumes and props to explore restaurant, veterinarian, grocery store, and other jobs with dramatic play.
  - Exchange “goods and services” (food, veterinary care, etc.) for pretend money during dramatic play.
  - Share something about their family members’ jobs, with prompting and support.
- 5 years
  - Describe their family members’ jobs with more detail (a general idea of what they do or where they work), with some prompting, sometimes.
  - Set aside a project to work on the next day.
  - Explain that they are saving their “birthday money” for a later purchase.

**Goal 3 Time, Place, and the Environment** - Children begin to understand their place and time in the broader world.

**3a.** Explore and learn how to respectfully interact with nature.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Laugh when grass tickles their hands during tummy time on a blanket on the ground.
- 6-14 months
  - Smack hands into a puddle and laugh when it splashes.
  - Squish dirt and mud between their fingers.
- 12-26 months
  - With supervision and encouragement, explore their outdoor environment.
  - Notice the uneven terrain when moving around a park or playground.
  - Make mounds and other simple constructions with mud.
- 24-36 months
  - Pretend to make pies, cookies, and other pretend food props with mud.
  - Show excitement when pointing out a squirrel in a tree or on the ground nearby.
  - Reach out to touch different leaves, flowers, and bark in their outdoor environment.
- 3 years
  - With modeling and guidance, bring the packaging from their snack to a garbage bin rather than letting it fall on the ground outside.
- 4 years
  - With modeling and reminders, put extra paper into a scrap box, and plastic cups in the recycle bin.

## Attachment B

- Participate in a group activity to track the weather, temperature, or plant growth over time.
- 5 years
  - Participate in a group activity to wear gloves while carefully collecting garbage on the playground, sorting items into trash and recycling.
  - Participate in a group activity to carefully catch a grasshopper in an insect habitat, observe the grasshopper, and then let it go again.
  - Track the growth of a plant in their science journal.
  - Ask detailed questions about an animal visiting their classroom, sometimes.

**3b.** Begin to identify, and use location vocabulary to describe, places and physical features in their environment.

Examples of Children's Observable Behaviors: The child may...

- 0-8 months
  - Express interest in, and later explore, their surroundings.
  - Scoot or crawl toward a favorite toy.
- 6-14 months
  - Say, "mine" when pointing to their favorite stuffed animal.
  - Move toward a shelf in their learning environment that regularly holds their favorite toys.
- 12-26 months
  - Bring back a toy, when told where to find it, such as "Look under the table" or "It should be on the art shelf."
  - Recognize a park or library they've been to before.
  - Go to their own mat or cot during naptime.
  - Show confusion when seeing a teacher or caregiver outside of their classroom or program (at the grocery store, for example), because the teacher "belongs at school."
- 24-36 months
  - Follow directions to put a toy "on the shelf," "in the basket," or "over there," most of the time.
  - Point out "Nana's house!" when going past her street on a drive.
  - Walk to their learning environment upon entering the program building, without needing to be led by a family member, most of the time.
  - With little help, figure out where to go when told to go to the "group area" or another part of the learning environment.
  - Point to and name familiar buildings in photos, such as "My school" and "my house."
- 3 years
  - Point out familiar places during a drive or walk around their community.
  - Say, "The park by my house has swings."
  - Put a drawing into their own cubby space, most of the time.
- 4 years
  - Explain where something is, using terms like "near" and "far away."

## Attachment B

- Recognize and draw pictures of familiar places, geographical features, and landmarks in their community.
- Show interest in geographical tools, such as globes, maps, and GPS/map apps on a tablet.
- Use green and brown tissue paper to represent trees or broken mosaic pieces to represent a mountain in their artwork.
- 5 years
  - Use terms like “left” and “right” when describing where something is, sometimes.
  - Recite the name of the street they live on and the town they live in.
  - Use a map to figure out if their home is closer to the park or the school.
  - Use toys and other materials to make representations of mountains, forests, streets, and other familiar landmarks during pretend play.

**3c.** Demonstrate a growing understanding of the passage of time as it impacts their lives.

Examples of Children’s Observable Behaviors: The child may...

- 0-8 months
  - Begin to show awareness of routines such as feeding, by opening their mouth for the spoon or bottle.
- 6-14 months
  - Begin to cooperate during familiar routines such as diaper changes, dressing, and bath time.
  - Look for a toy under a blanket.
  - Laugh while playing peek-a-boo.
- 12-26 months
  - Begin to anticipate simple, familiar routines at home or in the learning environment, such as walking to the group area to sing songs after lunch.
  - Hold their hands out to be dried after washing.
  - Recognize that a story is over and begin to look for the next activity.
- 24-36 months
  - Anticipate and participate in familiar routines such as sitting down to sing a familiar good morning song at the start of each day or gathering their own blanket for naptime.
  - Show understanding of terms that describe time and order, such as “next,” “and then,” and “when we get home.”
  - Eat a snack and say, “We had cheese sticks for snack before, too.”
  - Tell a child who has just joined the program that they will sing songs after lunch, or that they need to dry their hands after washing.
- 3 years
  - Anticipate familiar routines, such as putting away their coat when they come inside, coming to the snack table after afternoon group time, or brushing teeth after a meal.
  - Imitate familiar home routines during dramatic play, such as singing a lullaby when putting a baby doll to bed or asking another child to pass out plates and cups while they “make dinner.”

## Attachment B

- Use terms like "yesterday" and "tomorrow" with some accuracy. For example, saying "Tomorrow I go to Sunday School" on a Friday.
- 4 years
  - Use terms like "morning," "afternoon," "day," and "night" to talk about times of the day, with some accuracy.
  - Put pictures of a story in the order they happened.
  - Tell a familiar adult that they are going on a trip to see their grandmother because "it's going to be her birthday" or that they can't go to gymnastics tonight because "my teacher called yesterday, and she doesn't feel good."
  - Tell about things that happened in the past. For example: "I used to like purple, but now I like pink," "Nana hurt her hip but now she's all better," or "I went to Disney World before."
- 5 years
  - Refer to a picture schedule to find out what will happen today.
  - Tell about things that happened in the past, are happening now in the present, or will happen in the future with accuracy. For example, "Mommy lived in Japan before, but now she lives here," "I'm going to softball tomorrow night," and "I'm going to go to kindergarten soon!"
  - Tell about their family histories with some accuracy. For example: "Mommy lived in Japan before but now she lives here," "My grampa's mom used to be like the people in the book, but then she was free and she had my grampa," and "My papa's family has lived here since always. His gramma and grampa lived in the house next door!"
  - Use vocabulary about time with some accuracy.
  - Participate in a group activity to line up pictures of themselves at various ages in the correct order.



# Program Quality Standards

## Program Philosophy

**Goal 1 Development and Revision:** The program philosophy describes the underlying approach or beliefs that guide how the program cares for and educates children.

**1a.** The underlying approaches or beliefs that guide how the program cares for and educates children are based on current research and/or best practices in the field.

**1b.** The program philosophy conveys how the program meets and is respectful of the needs of individual children across the full range of human diversity, including those who may be multilingual learners, have disabilities, or otherwise have special or differing needs.

**1c.** The process of creating and, later, revisiting and potentially revising the program philosophy intentionally includes families, staff, and community and/or board members who are representative of the children enrolled and the community where the program exists.

**1d.** The program philosophy is reviewed on a regular basis (at least annually) to ensure that it still reflects the program's approach to and beliefs about how to care for and educate children.

**Goal 2 Communication:** The program philosophy is shared with families, staff, and other stakeholders.

**2a.** The program philosophy is included in the staff-, family-, and other program-handbooks, and is readily provided to interested parties.

**2b.** Program providers/administrators are able to speak to the program philosophy and how it provides the basis for the program's work with children and families, as well as how it aligns with positive outcomes for children.

**2c.** Early childhood professionals and other program staff are able to identify and discuss how the program philosophy provides a basis for their own practices within the program.

**Goal 3 Purpose:** The program philosophy serves as a guide for program operations and decision-making.

**3a.** The program philosophy is used as a tool in decisions about all aspects of the program.

**3b.** The policies, procedures, and other information in the program's handbook(s) are developed based on the program philosophy.

**3c.** Training and professional learning opportunities are provided in alignment with the program philosophy.

**3d.** Staff and program evaluations consider alignment with program philosophy as a key indicator.

**3e.** Family communication, partnership, and engagement practices are in alignment with the program philosophy.

## **Administrative Support, Staffing, and Professional Learning**

**Goal 1 Qualifications:** The program employs early childhood professionals with appropriate qualifications for their position, aligned with the MiRegistry Career Pathway (if applicable), who reflect the racial, cultural, and linguistic populations served by the program.

**1a.** The program provider/administrator has educational preparation in developmentally appropriate early childhood education and is experienced in planning, developing, implementing, and evaluating education and care for a diverse child population.

**1b.** Lead teachers/lead caregivers are qualified to develop and implement a learning environment consistent with the program philosophy and policies, and appropriate to the developmental and learning needs of the children.

**1c.** Assistant/associate teachers are prepared through training and supervised experience implementing program activities and assisting in the education and care of the children.

**1d.** Support staff are trained to assist in the education and care of the children.

**1e.** Policies and practices for recruitment and hiring, as well as retention and promotion, reflect a commitment to racial, gender, cultural, and linguistic diversity, and representations across all positions.

**Goal 2 Leadership:** The program provider/administrator is able to – or has access to resources to – supervise, lead, and manage all aspects of a successful early childhood program. The program provider/administrator:

**2a.** Is able to or has access to resources to operate a small business, including but not limited to marketing, customer service, program funding, maintenance and upgrading of the physical spaces, and appropriate handling of accounts.

**2b.** Maintains a high-quality environment for staff, including supervision and evaluation of staff, as well as developing and maintaining a positive, inclusive work environment.

**2c.** Understands the importance of and models effective practices for engaging and working with staff and families of varied home languages, cultural and/or socio-economic backgrounds, racial identities, family structures, sex or gender identities, religious beliefs, and abilities.

**2d.** Has the understanding and skills, or access to expert resources, to provide child development support to the program.

**2e.** Has knowledge of agencies and organizations in the community, and the skills and understanding to work with those agencies as appropriate, connecting families to needed resources.

**Goal 3 Evaluation:** The program provider/administrator directs the evaluation activities of the program and early childhood professionals. The program provider/administrator:

**3a.** In partnership with early childhood professionals, staff, and families, arranges for the annual evaluation of the early childhood program utilizing research-based, valid, and reliable tools reflecting the program’s standards or criteria for quality.

**3b.** Annually evaluates early childhood professionals and support staff performance according to program policies based on local, state, and national standards and/or



competencies using a variety of tools and techniques (e.g., observation, self-evaluation).

**3c.** Collaborates with all staff to build individualized professional learning plans based on performance review results and to support their desired career goals.

**3d.** Utilizes the results of performance reviews and program evaluations to plan activities for program improvement and training.

**Goal 4 Professional Learning:** All program staff are provided with and participate in a variety of ongoing professional learning activities, annually and as needed.

**4a.** Program policies include specific expectations around professional learning activities for all program staff and identify the resources the program will provide to support those activities.

**4b.** Professional learning for all staff members is based upon program evaluations and goals, aligns with individualized professional learning plans, and is grounded in up-to-date and evidence-based practice.

**4c.** Program-specific requirements for maintaining and continuing teacher certification or other credentials are met.

**4d.** All program staff receive ongoing professional learning relevant to the population(s) served – including multilingual learners, children, and families from historically underserved or marginalized communities, anti-bias teaching practices, children experiencing trauma, children with disabilities, and culturally responsive teaching -- enabling them to effectively include and support all children and families.

**4e.** Professional learning emphasizes and supports the importance of partnerships with families.

**4f.** All program staff are supported and encouraged to actively participate in local, state, or national professional organizations and organizations that advocate on behalf of young children and families.

**4g.** Early childhood professionals, program providers/administrators, and support staff are provided with paid time to participate in professional learning and opportunities to share their knowledge.

**4h.** The program maintains a collection of and/or provides access to up-to-date professional learning resources about topics including but not limited to early childhood research, special education, trauma-informed practice, multilingual learners, family engagement and involvement, anti-bias education, equity, cultural competency, child development/learning theories, and developmentally appropriate practices.

**Goal 5 Staffing Models:** The program's staffing models and practices are designed and implemented to improve outcomes for children. The program provider/administrator:

**5a.** Provides orientation to all program staff--including written copies of policies and procedures, as well as training around program goals and objectives, and basic methods of positive interaction with children and families.

**5b.** Assigns and supervises trained staff who use appropriate engagement techniques, modify the learning environment, and utilize other strategies to ensure all requirements of Individualized Education Program (IEP), or Individualized Family Service Plan (IFSP) are met.

**5c.** Assigns an early childhood professional primary and consistent responsibility for a group of children and families to promote continuity of care and responsive caregiving.

**5d.** Provides early childhood professionals with paid time to complete their professional responsibilities outside the direct care of children, including lesson planning, family meetings, documenting observational assessments, and collaborating with colleagues and specialists.

**Goal 6 Workforce Wellbeing:** The program and/or program provider/administrator implements policies that support and promote workforce wellbeing. The program provider/administrator:

**6a.** Provides consistent reflective, responsive supervision and mentoring of early childhood professionals and support staff.

**6b.** Develops professional learning plans in cooperation with the early childhood professionals and support staff to support their desired career goals.

**6c.** Ensures that staffing practices allow early childhood professionals and support staff to take regularly scheduled breaks, based on hours worked, and to request brief as-needed, unscheduled "wellness" breaks away from the children.

**6d.** Provides, when possible, a dedicated space for staff breaks, with comfortable seating, water, and stress-reduction resources.

**6e.** Supports overall staff wellbeing through access to wellness and healthcare resources--including, and without associated stigma, those addressing mental health.

**6f.** Ensures staff have access to time off for health, family, and professional learning purposes, as well as clear policies and procedures for how to request paid or unpaid leave.

**6g.** Supports and promotes an environment of open, constructive communication among staff, and between staff and administration through both policies and practices.

**6h.** Provides a safe working environment, including adult-sized furniture and training around safe ergonomic lifting, bending, and carrying techniques to avoid strain and injury.

**6i.** Ensures equitable pay policies and salary scales, including different levels of pay based on levels of education and years of experience, and out-of-schedule raises for achieving higher levels of formal education such as early childhood degrees or specialized credentials.

## **Program Evaluation**

**Goal 1 Evaluation Process:** A selection of evaluation tools and strategies are used on an annual basis (at minimum) to ensure the needs of children, families, and staff are being met through a high-quality program.

**1a.** Multiple tools and strategies are used in the evaluation process to ensure all aspects of the program philosophy are being addressed.

**1b.** Families, staff, and other stakeholders are involved in the program evaluation and ongoing program improvement processes.

**Goal 2 Evaluation Data:** The program uses the information gained from evaluation processes to develop and implement an improvement plan.

**2a.** Share the results of the evaluation with staff, families, and stakeholders and invite feedback and suggestions for improvement processes.

**2b.** Identify a short list of realistic, achievable goals to improve the program based on the results of the evaluation as well as the feedback and suggestions from staff, families, and stakeholders, with a clear timeline for completion.

**2c.** Make a list of clear actions or steps to complete to achieve each goal, as well as who will be responsible for each step.

**2d.** Communicate the program's improvement goals and progress to families, staff, and stakeholders.

**2e.** Ensure staff and others are supported in completing their assigned tasks.

## Family Partnerships

**Goal 1: Relationships:** The program supports relationships as the cornerstone of family partnerships.

**1a.** Program staff consistently engage families in open and ongoing two-way communication about their child's daily life, social and independent experiences, and their developmental progress.

**1b.** Program staff actively engage and build relationships with families through positive daily interactions.

**1c.** The program provider/administrator ensures that all families, but especially those who are new to the program, are able to build the foundation for a strong relationship with the early childhood professional(s) who will be caring for their child.

**1d.** The program provider/administrator ensures that staff receive professional learning focused on family engagement and communication skills and are able to use those skills to build trusting and supportive relationships with families.

**Goal 2: Partnerships:** Within the program, families are engaged and supported partners in their child's education. Program staff:

**2a.** Consistently use informal methods of communication, based on each family's needs and preferences, to share information with families about their child's experiences and development.

**2b.** Use regularly scheduled formal communication methods, based on each family's needs and preferences, to share information with families about their child's experiences and development.

**2c.** Actively collaborate with families in decision making and goal setting for their child's education and learning both at home and in the program.

**2d.** Build trusting and supportive relationships with families, and within those relationships, recognize opportunities to connect families to program or community resources.

**Goal 3: Participation:** The program's family engagement efforts include intentional inclusion of families in program improvement processes. The program:

**3a.** Includes families in program evaluation and ongoing improvement processes.

**3b.** Invites families to provide feedback and suggestions for family engagement efforts.

**Goal 4: Intentional Inclusion:** Within the program, family engagement efforts are tailored to address all families. The program provider/administrator:

**4a.** Uses families' feedback to improve the accessibility and effectiveness of family engagement efforts and activities.

**4b.** Ensures that program policies and procedures take into account families' differences, such as culture, family structure, socio-economic background, racial identity, gender or gender identities, abilities and disabilities, religious beliefs, and home languages.

**4c.** Ensures that staff are supported and encouraged to use effective communication strategies that meet the needs of each family.

**Goal 5: Welcoming Environment:** A positive learning environment contributes to family engagement within the program.

**5a.** The learning environment is intentionally designed and arranged to be welcoming to families.

**5b.** Families are invited and encouraged to participate in learning experiences, daily activities, and events as they are able.

## Environment of Care and Learning

**Goal 1 Relationships and Interactions:** The program’s emotional and social environment supports a positive atmosphere where all children and families feel welcome.

**1a. Belonging:** Adults accept, support, and encourage the equitable participation, inclusion, and social engagement of all children, with respect to differences in culture, family structure, home language, racial identity, gender and gender identity, abilities and disabilities, religious beliefs, and socio-economic class.

**1b. Adult-Child Relationships:** Adults support the development of warm, positive, and trusting relationships between adults and children through intentional and respectful communication and actions.

**1c. Peer Relationships:** Adults support the development of warm, positive, and trusting relationships between children and their peers through intentional communication, modeling, and decisions about the learning environment.

**1d. Positive Behavior Support:** Adults support children’s developing self-regulation and interpersonal skills through age-appropriate expectations and positive, constructive, consistent, and intentional guidance.

**Goal 2 Space and Materials:** The program’s physical environment is designed to promote high-quality, inclusive learning and interactions in all domains throughout the day.

**2a.** The indoor space is safe, welcoming, and aesthetically pleasing to children.

**2b.** The indoor space is accessible and organized to promote individual, peer, and adult-child interactions.

**2c.** Furniture, learning materials, and supplies for children’s use are readily accessible, inclusive, promote independence, reflect children’s identities, and support the needs, abilities, and wellbeing of the children.

**2d.** The outdoor space is welcoming, accessible, safe, and organized to promote individual, peer, and adult-child interactions.

**Goal 3 Consistent Daily Routine:** The daily schedule, routines, and transitions are predictable, supportive, and responsive to the individual and developmental needs of children.

**3a.** The daily schedule incorporates a balance of active and quiet, independent and guided activities.

**3b.** The daily schedule ensures children have extended blocks of time to carry out their own intentions.

**3c.** The daily schedule ensures children have extended blocks of time to engage in structured and unstructured outdoor experiences.

**3d.** Transitions are unhurried and purposeful.

**3e.** The daily schedule is posted and intentionally used to guide daily routines and interactions.

**Goal 4 Intentional Teaching:** The process of assessment, planning, and implementation is an ongoing and intentional cycle designed to support all aspects of children’s development and learning.

**4a. Observe and Assess:** Use an ongoing authentic assessment system: observations of children in the learning environment, as well as information

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gathered from families, and collections of work samples that reflect children's interests, growth, development, and learning.

**4b. Reflect and Plan:** Using assessment data, prepare strategies to scaffold and support children's learning, growth, and development across all domains.

**4c. Implement:** Using prepared learning plans, scaffold and extend children's thinking and learning.

## Child Assessment

**Goal 1 Assessment and Screening Tools:** The program implements policies and procedures for the appropriate use of evidence-based, culturally, and linguistically relevant, and comprehensive tools for developmental screening and assessment of learning. The program provider/administrator:

- 1a.** Selects screening and assessment tools from state-approved lists.
- 1b.** Assures that the people conducting or interpreting the results of any screening or assessment have received appropriate professional learning specific to the tool being utilized.
- 1c.** Uses tools only for the purpose(s) intended –
  - developmental screening (screen for potential need for supports)
  - developmental assessment (diagnostic tool for specialized supports)
  - assessment of learning (information for intentional planning of learning experiences for individual children and groups, as well as evaluation of program success)
- 1d.** Consistently partners with families to discuss the results from screening or assessment, and how to best meet the needs of the child.

**Goal 2 Developmental Screening:** The program uses appropriate processes to identify children who may require additional supports, specialized programs, and other interventions. The program provider/administrator:

- 2a.** Uses a developmental screening tool for all children upon program entry and then, at minimum, following the requirements of the program and/or recommendations of the particular tool being used.
- 2b.** When a family and/or early childhood professional brings a concern about the development of a child, consults the family and, if approved, conducts a developmental screening, and uses the results to determine next steps.
- 2c.** In partnership with families, refers children to specialists when concerns and/or screening results indicate the need for additional assessment and evaluation.

**Goal 3 Assessment, Documentation, and Planning:** In collaboration with families, the program uses information gained from a variety of sources to address individual needs and plan learning experiences for individual children and groups. The program:

- 3a.** Uses ongoing observation of children engaging in experiences and interactions as the primary method of child assessment.
- 3b.** Uses a variety of evidence-based methods to document children’s growth, development, and learning over time. For example:
  - observation and anecdotal reports
  - teacher questions
  - family observations
  - parent, provider, and child interviews
  - products and samples of children’s work
  - teacher-constructed or standardized checklists
  - children’s self-appraisals
- 3c.** Uses observational information to make immediate accommodations to address children’s needs.



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**3d.** Uses the documentation of children's growth, development and learning to plan experiences for individual children and groups.

## **Physical and Mental Health**

**Goal 1 Policies and Procedures:** The program implements policies and procedures to meet and support children’s physical, nutritional, and social-emotional health, and safety needs.

**1a.** Children’s health and wellbeing are addressed through the routines and practices implemented in the learning environment, including active outdoor time, culturally and linguistically responsive practices, and partnerships with families.

**1b.** The program partners with families in meeting children’s needs.

**Goal 2 Professional Learning:** The program supports staff in understanding their role in children’s physical, nutritional, and social-emotional health, and safety.

**2a.** The program ensures staff are knowledgeable about children’s physical development and health.

**2b.** The program regularly provides professional learning opportunities focused on children’s mental, social, and emotional health.

**2c.** Staff are trained and supported in their communication and partnerships with families.

## **Community Collaboration**

**Goal 1 Partnering with and Supporting Families:** The program provider/administrator actively participates in gathering information about community services families may utilize, sharing information about those services with families, and whenever possible, supporting families in gaining access to services. The program provider/administrator:

**1a.** Shares information with families about available and relevant community resources that address their diverse needs, using their preferred languages and communication methods.

**1b.** Partners with families, educational institutions, and other early childhood programs to promote smooth transitions between programs.

**Goal 2 Connecting with the Community:** The program collaborates with the local community to provide access to services and opportunities that benefit families, children, and the program.

**2a.** Develop partnerships with community agencies, consultants, and organizations to build and maintain a comprehensive system of services for children and families.

**2b.** Build relationships with community groups, agencies, and the business community to extend and enhance the learning experience.

**Goal 3 Participating in the Early Childhood Community:** The program is an active member of the professional community of early childhood care and education. The program provider/administrator:

**1a.** Acts as an advocate for early childhood care and education.

**1b.** Creates and promotes opportunities for professional learning.