

# **New Jersey Early Learning Pathways**

An alignment of the New Jersey Birth to Three Early Learning Standards and the  
New Jersey Preschool Teaching and Learning Standards

Text Rich Version

*This document was created by the New Jersey Council for Young Children – Early Care and Education Standards Workgroup.*

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## How to use New Jersey's Early Learning Paths

This is a developmental alignment document. It presents developmental standards for children birth to 60 months or five years old. The document provides developmental milestones that reflect the developmental continuum from birth to preschool in typically developing children. Specific and deeper information on the domains and components can be found in the individual standard documents for the age group, New Jersey Birth to Three Early Learning Standards or the New Jersey Preschool Teaching and Learning Standards. This is only a guide and should not be used to determine if a child is developmentally delayed or advanced. The following information will guide you through this document.

### How is the New Jersey Early Learning Pathways document organized?

Information contained in the New Jersey's Early Learning Pathways mirrors the wording found in the Birth to Three Early Learning Standards and the New Jersey Preschool Teaching and Learning Standards. In this way, it will be easy to look into the Birth to Three Early Learning Standards or the Preschool Teaching and Learning document for additional information regarding a particular standard.

The content in this document is organized by developmental area for ease of use. Each developmental area or domain consists of accompanying component areas. For example:

**Table 1: Domain and Components**

Domain	Components
Social and Emotional Development	<ul style="list-style-type: none"><li>• Trust and Emotional Security</li><li>• Self-Awareness</li><li>• Self-Regulation</li><li>• Relationships with Peers and Adults</li></ul>
Approaches to Learning	<ul style="list-style-type: none"><li>• Persistence</li><li>• Curiosity</li><li>• Creativity</li><li>• Initiative</li></ul>

Domain	Components
Language Development and Communication	<ul style="list-style-type: none"> <li>• Listening and Understanding</li> <li>• Communication and Speaking</li> <li>• Emergent and Emerging Literacy</li> </ul>
Cognitive Development	<ul style="list-style-type: none"> <li>• Exploration and Discovery</li> <li>• Memory</li> <li>• Problem Solving</li> <li>• Imitation and Symbolic Play</li> </ul>
Physical and Motor Development	<ul style="list-style-type: none"> <li>• Moves body, arms, and legs with coordination</li> <li>• Demonstrates large muscle balance, stability, control and coordination</li> <li>• Develops increasing ability to change positions and move body from place to place</li> <li>• Moves body with purpose to achieve goal</li> </ul>

The following tables demonstrate the organization of this document. Table 2 shows the Developmental Continuum section of the document that precedes each domain. Table 3 shows the developmental range from young infant to preschooler in social and emotional development.

**Note:** Please be aware as you use this document, if a child has not been exposed to interactions, activities and/or materials to stimulate and support certain developmental areas they may not present at their chronological age.

**Table 2: Developmental Domain: Approaches to Learning**

Component	Birth to Three Early Learning Standards Birth to 36 months	Preschool Teaching and Learning Standards 36 months to 60 months
<b>Curiosity</b>	<ul style="list-style-type: none"> <li>• Shows interest in and actively explores the environment.</li> <li>• Shows eagerness and curiosity as a learner.</li> <li>• Seeks to discover and learn new things.</li> </ul>	<ul style="list-style-type: none"> <li>• Children demonstrate initiative, engagement and persistence.</li> <li>• Children demonstrate self- direction.</li> <li>• Children identify and solve problems.</li> <li>• Children apply what they have learned to a new situation.</li> </ul>
<b>Persistence</b>	<ul style="list-style-type: none"> <li>• Attends to and tries to reproduce interesting events.</li> <li>• Maintains social contact by continuing to engage with caregiver.</li> <li>• Attempts challenging tasks with or without adult help.</li> <li>• Explores thoroughly and tries to solve problems even when encountering obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>• Children identify and solve problems.</li> <li>• Children apply what they have learned to new situations.</li> <li>• Children demonstrate initiative, engagement and persistence.</li> <li>• Children demonstrate self-direction.</li> <li>• Children exhibit positive interactions with other children and adults.</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>• Uses unusual ways to explore people or objects in the environment.</li> <li>• Finds new things to do with familiar objects.</li> <li>• Uses imagination in playful, silly or messy ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Children show creativity and imagination.</li> <li>• Children express themselves through and develop an appreciation of movement and dance.</li> <li>• Children express themselves through and develop an appreciation of dramatic play and storytelling.</li> <li>• Children exhibit pro-social behavior.</li> <li>• Begins to use electronic devices to communicate.</li> </ul>

Component	Birth to Three Early Learning Standards Birth to 36 months	Preschool Teaching and Learning Standards 36 months to 60 months
<b>Initiative</b>	<ul style="list-style-type: none"> <li>• Vocalizes or make noise to attract caregiver’s attention.</li> <li>• Lifts arms up in order to be picked up by caregiver.</li> <li>• Approaches other toddlers and watches or starts to play close by.</li> <li>• Says “hello” to a new child on the playground.</li> </ul>	<ul style="list-style-type: none"> <li>• Children apply what they have learned to new situations.</li> <li>• Children demonstrate self-confidence.</li> <li>• Children exhibit positive interactions with other children and adults.</li> <li>• Children exhibit pro-social behaviors.</li> <li>• Children express themselves through and develop an appreciation of dramatic play and storytelling.</li> <li>• Children demonstrate initiative, engagement and persistence.</li> <li>• Children demonstrate self-direction.</li> </ul>

## Social and Emotional Development

**Table 3: Social and Emotional Developmental Continuum: Trust and Emotional Security to Social Competence**

Social and Emotional Development Stages	Young Infants (Birth to 9 months)	Older Infants (8 – 18 months)	Young Toddlers (16 – 26 months)	Older Toddler (24 – 36 months)	Preschool (36 – 60 months)
<b>Trust and Emotional Security</b>	Listens intently to familiar voices.	Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort.	Reaches for familiar caregiver when an unfamiliar adult approaches	Takes turns with caregiver during play and interaction.	Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands)
<b>Self-Awareness</b>	Stares at own hands or feet as they move.	Smiles at own reflection in mirror or makes sounds when looking at image in the mirror.	Can identify eyes, nose, mouth or other body parts and can also point to them on others.	Wants to do things by him/her self.	Engage in pretend play.
<b>Self - Regulation</b>	Stops crying when held and gently rocked or talked to by familiar caregiver.	Holds on bottle or feeds self with fingers.	Follows simple one-step directions, such as, “Get your shoes.”	Adjusts to some, changes in activities or routines without distress.	Demonstrate understanding the concept of sharing by attempting to share.
<b>Relationships with Peers and Adults</b>	Quiets down and smiles when he/she hears own name spoken by familiar person.	Sits next to and plays with some toys that other infants have.	Knows the names of some other children and some adults.	Imitates tasks, such as wiping the table, when he/she sees others doing the activity.	Says “thank you,” “please,” and “excuse me.”

# Supporting the Developmental Process of Social and Emotional

## Supporting young infants in Social and Emotional Development, caregivers can...

- Respond to baby's messages and cues to determine baby's needs and continue to try other responses until baby is calmed or soothed.
- Hold baby during feeding times and talk to baby in soothing reassuring tones.

## Supporting older infants in Social and Emotional Development, caregivers can...

- Acknowledge baby's feelings of anxiety and allow baby to use primary caregiver for security in the presence of unfamiliar adults.
- Develop familiar routines or rituals for leaving baby with others and find ways to say "good-bye."

## Supporting young toddlers in Social and Emotional Development, caregivers can....

- Have photos of familiar adults and caregivers available when toddler is feeling stressed or upset and talk with him/her about the people in the photos.
- Talk with toddler about where you are going and when you will return.

## Supporting older toddlers in Social and Emotional Development, caregivers can....

- Provide encouragement for toddler to try out a new climber or other activity while you remain close by to offer support.
- Read stories with toddler that tell about families, friends and what people do and where they go.

## Effective preschool teachers...

- Pair or group children to foster friendship.
- Provide toys and plan activities to encourage cooperative play.
- Collaborate with children on activities while modeling language and pretend skills as needed for play.
- Identify strategies to enter into play with another child or group of children.

# Domain 1: Social and Emotional Development

## Component: Trust and Emotional Security

**Definition:** Feelings of comfort, support and stability from others.

<b>Component: Trust and Emotional Security</b>	<b>Component: Trust and Emotional Security</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
Engages in behaviors that build relationships with familiar adults.	<b>Social/Emotional Development Standards</b>
	<ul style="list-style-type: none"> <li>0.1.3 Actively engage in activities and interactions with teachers and peers.</li> </ul>
	<b>Approaches to Learning Standards</b>
	<ul style="list-style-type: none"> <li>9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look-I finished it all by myself!).</li> </ul>
	<b>Social Studies, Family and Life Skills Standards</b>
<ul style="list-style-type: none"> <li>6.2.3 Demonstrate appropriate behavior when collaborating with others.</li> </ul>	
<b>World Languages Standards</b>	
<ul style="list-style-type: none"> <li>7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).</li> <li>7.1.2 Say simple greetings, words, and phrases in a language other than their own.</li> <li>7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.</li> </ul>	

<b>Component: Trust and Emotional Security</b>	<b>Component: Trust and Emotional Security</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
Shows preference for familiar adults.	<p data-bbox="1003 363 1444 391"><b>Approaches to Learning Standard</b></p> <ul data-bbox="506 402 1864 472" style="list-style-type: none"> <li>• 9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g. showing the teacher, “Look- I finished it all by myself!).</li> </ul> <p data-bbox="926 496 1520 524"><b>Social Studies, Family and Life Skills Standard</b></p> <ul data-bbox="506 537 1423 607" style="list-style-type: none"> <li>• 6.1.1 Describe characteristics of oneself, one’s family, and others.</li> <li>• 6.1.2 Demonstrate an understanding of family roles and traditions.</li> </ul> <p data-bbox="968 631 1478 659"><b>Visual and Performing Arts Standards.</b></p> <ul data-bbox="506 672 1835 824" style="list-style-type: none"> <li>• 1.1.8 Begin to demonstrate appropriate audience skills during the creative movement and dance performances.</li> <li>• 1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.</li> <li>• 1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.</li> </ul>
Seeks ways to find comfort in new situations.	<p data-bbox="947 854 1499 881"><b>Social/Emotional Development Standards</b></p> <ul data-bbox="506 894 1940 964" style="list-style-type: none"> <li>• 0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).</li> </ul>
Shows emotional connection and attachment to others.	<p data-bbox="947 1019 1499 1047"><b>Social/Emotional Development Standards</b></p> <ul data-bbox="506 1060 1913 1130" style="list-style-type: none"> <li>• 0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).</li> </ul>

## Component: Self-Awareness

**Definition:** Individual's perception of self

<b>Component: Self-Awareness</b>	<b>Component: Self-Awareness</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
<p>Expresses feelings and emotions through facial expressions, sounds, gestures or words.</p>	<b>Social/Emotional Development Standards</b>
	<ul style="list-style-type: none"> <li>• 0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.</li> <li>• 0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., "I don't like it when you call me dummy. Stop!").</li> </ul>
	<b>Visual/Performing Arts Standards</b>
	<ul style="list-style-type: none"> <li>• 1.1.1 Move body in a variety of ways, with and without music.</li> <li>• 1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.</li> <li>• 1.1.6 Use movement/dance to convey meaning around theme or to show feelings.</li> <li>• 1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.</li> <li>• 1.2.1 Sing a variety of songs with expression, independently and with others.</li> <li>• 1.2.4 Listen to, imitate, or improvise sounds, patterns, or songs.</li> <li>• 1.2.5 Participate in and listen to music from a variety of cultures and times.</li> <li>• 1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.</li> <li>• 1.3.1 Play roles observed through life experiences (e.g. mom/dad, baby, firefighter, police officer, doctor, mechanic).</li> <li>• 1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.</li> <li>• 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props</li> <li>• 1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.</li> <li>• 1.4.3 Use vocabulary to describe various art forms, artists, and elements in the visual arts.</li> <li>• 1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation and imagination.</li> </ul>

<b>Component: Self-Awareness</b>	<b>Component: Self-Awareness</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
	<ul style="list-style-type: none"> <li>• 1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of arts and objects in the everyday world.</li> </ul> <p style="text-align: center;"><b>Approaches to Learning Standards</b></p> <ul style="list-style-type: none"> <li>• 9.2.3 Use multiple means of communication to creatively express thoughts, ideas and feelings.</li> <li>• 9.4.3 Demonstrate understanding of what others think and feel through words or actions.</li> </ul> <p style="text-align: center;"><b>Social Studies, Family and Life Skills Standards</b></p> <ul style="list-style-type: none"> <li>• 6.1.1 Describe characteristics of one’s self, one’s family and others.</li> <li>• 6.1.3 Express individuality and cultural diversity (e.g. through dramatic play).</li> <li>• 6.3.2 Identify, discuss and role-play the duties of a range of community workers.</li> </ul> <p style="text-align: center;"><b>World Language Standards</b></p> <ul style="list-style-type: none"> <li>• 7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.</li> </ul>
Begins to develop awareness of self as separate from others.	<p style="text-align: center;"><b>Visual and Performing Arts Standards</b></p> <ul style="list-style-type: none"> <li>• 1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.</li> <li>• 1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.</li> <li>• 1.2.1 Sing a variety of songs with expression, independently and with others.</li> <li>• 1.2.5 Participate in and listen to music from a variety of cultures and times.</li> <li>• 1.3.1 Play roles observed through life experiences (e.g. mom/dad, baby, firefighter, police officer, doctor, mechanic).</li> <li>• 1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.</li> <li>• 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props</li> <li>• 1.3.4 Differentiate between fantasy/pretend play and real events.</li> </ul>

<b>Component: Self-Awareness</b>	<b>Component: Self-Awareness</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
	<ul style="list-style-type: none"> <li>• 1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.</li> <li>• 1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual arts media.</li> <li>• 1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.</li> <li>• 1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.</li> </ul> <p style="text-align: center;"><b>Approaches to Learning Standards</b></p> <ul style="list-style-type: none"> <li>• 9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during the choice time).</li> <li>• 9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g. saying to a friend “this is hard. Can you help me figure it out?).</li> <li>• 9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g. showing the teacher, “Look- I finished it all by myself!).</li> <li>• 9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others.</li> <li>• 9.4.3 Demonstrate understanding of what others think and feel through words or actions.</li> </ul> <p style="text-align: center;"><b>Social Studies, Family and Life Skills Standards</b></p> <ul style="list-style-type: none"> <li>• 6.1.1 Describe characteristics of one’s self, one’s family and others.</li> <li>• 6.1.2 Demonstrate an understanding of family roles and traditions.</li> <li>• 6.1.3 Express individuality and cultural diversity (e.g. through dramatic play).</li> <li>• 6.2.3 Demonstrate appropriate behavior when collaborating with others.</li> <li>• 6.3.2 Identify, discuss and role-play the duties of a range of community workers.</li> <li>• 6.4.1 Learn about and respect other cultures within the classroom and community.</li> </ul>

<b>Component: Self-Awareness</b>	<b>Component: Self-Awareness</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
	<p style="text-align: center;"><b>World Language Standards</b></p> <p>7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).</p>
Shows confidence in increasing abilities.	<p style="text-align: center;"><b>Visual and Performing Arts Standards</b></p> <ul style="list-style-type: none"> <li>• 1.1.1 Move the body in a variety of ways, with and without music.</li> <li>• 1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.</li> <li>• 1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.</li> <li>• 1.1.6 Use movement/dance to convey meaning around theme or to show feelings.</li> <li>• 1.1.8 Begin to demonstrate appropriate audience skills during the creative movement and dance performances.</li> <li>• 1.2.1 Sing a variety of songs with expression, independently and with others.</li> <li>• 1.2.2 Use a variety of musical instruments to create music and/or with others, using different beats, tempos, dynamics and interpretations.</li> <li>• 1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.</li> <li>• 1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary.</li> <li>• 1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.</li> <li>• 1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.</li> <li>• 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.</li> <li>• 1.3.5 Sustain and extend play during dramatic performances from a variety of cultures and times.</li> <li>• 1.3.7 Describe feelings and reactions and make increasingly informed response to stories and dramatic performances.</li> <li>• 1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.</li> <li>• 1.4.1 Demonstrate the safe and appropriate use of care of art materials and tools.</li> </ul>

<b>Component: Self-Awareness</b>	<b>Component: Self-Awareness</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
	<ul style="list-style-type: none"> <li>• 1.4.2 Create two-and three-dimensional works of art while exploring color, line, shape, form, texture and space.</li> <li>• 1.4.3 Use vocabulary to describe various art forms, artists, and elements in the visual arts.</li> <li>• 1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation and imagination.</li> <li>• 1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.</li> <li>• 1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.</li> <li>• 1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of arts and objects in the everyday world.</li> </ul> <p style="text-align: center;"><b>Approaches to Learning Standards</b></p> <ul style="list-style-type: none"> <li>• 9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during the choice time).</li> <li>• 9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges.</li> <li>• 9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions.</li> <li>• 9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g. saying to a friend “this is hard. Can you help me figure it out?).</li> <li>• 9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g. showing the teacher, “Look- I finished it all by myself!).</li> <li>• 9.2.1 Show flexibility in approaching tasks by being open to new ideas.</li> <li>• 9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art.</li> <li>• 9.2.3 Use multiple means of communication to creatively express thoughts, ideas and feelings.</li> <li>• 9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others.</li> </ul>

<b>Component: Self-Awareness</b>	<b>Component: Self-Awareness</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
	<ul style="list-style-type: none"> <li>• 9.3.2 Use varied strategies to seek or recall information and to find answers.</li> <li>• 9.3.3 Predict what will happen next based on prior experience and test the prediction for accuracy.</li> <li>• 9.3.4 Reflect on, evaluate, and communicate what was learned.</li> <li>• 9.4.1 Use prior knowledge to understand new experiences or a problem, in a new context.</li> <li>• 9.4.2 Make connections between ideas, concepts, and subjects.</li> <li>• 9.4.3 Demonstrate understanding of what others think and feel through words or actions.</li> </ul> <p style="text-align: center;"><b>Social Studies, Family and Life Skills Standards</b></p> <ul style="list-style-type: none"> <li>• 6.1.1 Describe characteristics of one’s self, one’s family and others.</li> <li>• 6.1.2 Demonstrate an understanding of family roles and traditions.</li> <li>• 6.2.1 Demonstrate understanding of rules by following most classroom routines.</li> <li>• 6.2.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.</li> <li>• 6.3.2 Identify, discuss and role-play the duties of a range of community workers.</li> </ul>

## Component: Self-Regulation

Definition: Ability to manage one's physical and emotional reactions to internal sensations or external events.

<b>Component: Self-Regulation</b>	<b>Component: Self-Regulation</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
Begins to manage own actions, emotions and behavior.	<b>Social/Emotional Development</b>
	<ul style="list-style-type: none"> <li>● 0.4.3 Say “thank you,” “please,” and “excuse me.”</li> </ul>
	<b>Visual and Performing Arts Standards</b>
	<ul style="list-style-type: none"> <li>● 1.1.1 Move body in a variety of ways, with and without music.</li> <li>● 1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.</li> <li>● 1.1.3 Participate in simple sequences of movements.</li> <li>● 1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.</li> <li>● 1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.</li> <li>● 1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.</li> <li>● 1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.</li> <li>● 1.1.8 Begin to demonstrate appropriate audience skills during the creative movement and dance performances.</li> <li>● 1.2.1 Sing a variety of songs with expression, independently and with others.</li> <li>● 1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.</li> <li>● 1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.</li> <li>● 1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.</li> <li>● 1.2.5 Participate in and listen to music from a variety of cultures and times.</li> <li>● 1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary.</li> <li>● 1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.</li> <li>● 1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.</li> </ul>

<b>Component: Self-Regulation</b>	<b>Component: Self-Regulation</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
	<ul style="list-style-type: none"> <li>• 1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).</li> <li>• 1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.</li> <li>• 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.</li> <li>• 1.3.4 Differentiate between fantasy/pretend play and real events.</li> <li>• 1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).</li> <li>• 1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.</li> <li>• 1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances</li> <li>• 1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.</li> <li>• 1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.</li> <li>• 1.4.2 Create two-and three-dimensional works of art while exploring color, line, shape, form, texture, and space.</li> <li>• 1.4.3 Use vocabulary to describe various art forms (e.g. photographs, sculpture), artists (e.g. illustrator, sculptor, photographer.) and elements in the visual arts.</li> <li>• 1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.</li> <li>• 1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.</li> <li>• 1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.</li> <li>• 1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.</li> </ul>

<b>Component: Self-Regulation</b>	<b>Component: Self-Regulation</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
	<p data-bbox="982 354 1440 386" style="text-align: center;"><b>Approaches to Learning Standards</b></p> <ul style="list-style-type: none"> <li data-bbox="485 396 1885 500">● 9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.).</li> <li data-bbox="485 513 1850 584">● 9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).</li> <li data-bbox="485 597 1934 669">● 9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).</li> <li data-bbox="485 682 1934 753">● 9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, “this is hard. Can you help me figure it out?”).</li> <li data-bbox="485 766 1843 837">● 9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g. showing the teacher, “Look- I finished it all by myself!).</li> <li data-bbox="485 850 1927 922">● 9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn’t cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).</li> <li data-bbox="485 935 1934 1006">● 9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g.,create pretend spinach out of torn green construction paper to serve for dinner).</li> <li data-bbox="485 1019 1906 1091">● 9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).</li> <li data-bbox="485 1104 1923 1175">● 9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch).</li> <li data-bbox="485 1188 1864 1260">● 9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).</li> <li data-bbox="485 1273 1885 1344">● 9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).</li> <li data-bbox="485 1357 1934 1429">● 9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).</li> </ul>

<b>Component: Self-Regulation</b>	<b>Component: Self-Regulation</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
	<ul style="list-style-type: none"> <li>• 9.4.1 Use prior knowledge to understand new experiences or a problem, in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the ground).</li> <li>• 9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).</li> <li>• 9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters’ emotions).</li> </ul> <p style="text-align: center;"><b>Social Studies, Family and Life Skills Standards</b></p> <ul style="list-style-type: none"> <li>• 6.1.1 Describe characteristics of oneself, one’s family, and others.</li> <li>• 6.1.2 Demonstrate an understanding of family roles and traditions.</li> <li>• 6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).</li> <li>• 6.2.1 Demonstrate understanding of rules by following most classroom routines.</li> <li>• 6.2.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.</li> <li>• 6.2.3 Demonstrate appropriate behavior when collaborating with others.</li> <li>• 6.4.1 Learn about and respect other cultures within the classroom and community.</li> </ul>
Develops ability to cope with stress and strong emotions.	<p style="text-align: center;"><b>Social/Emotional Development</b></p> <ul style="list-style-type: none"> <li>• 0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).</li> </ul>

<b>Component: Self-Regulation</b>	<b>Component: Self-Regulation</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
<p>Begins to understand simple routines, rules or limitations.</p>	<p style="text-align: center;"><b>Social/Emotional Development</b></p> <ul style="list-style-type: none"> <li>• 0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, etc.).</li> <li>• 0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.</li> <li>• 0.5.4 Take turns.</li> <li>• 0.5.5 Demonstrate understanding the concept of sharing by attempting to share.</li> </ul> <p style="text-align: center;"><b>Visual and Performing Arts Standards</b></p> <ul style="list-style-type: none"> <li>• 1.1.3 Participate in simple sequences of movement.</li> <li>• 1.1.4 Define and maintain personal space. Concentration, and focus during creative movement/dance performances.</li> <li>• 1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances.</li> <li>• 1.2.5 Participate in and listen to music from a variety of cultures and times.</li> <li>• 1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.</li> <li>• 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.</li> <li>• 1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.</li> <li>• 1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.</li> <li>• 1.4.1 Demonstrate the safe and appropriate use of care of art materials and tools.</li> <li>• 1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.</li> </ul> <p style="text-align: center;"><b>Social Studies, Family and Life Skills Standards</b></p> <ul style="list-style-type: none"> <li>• 6.2.1 Demonstrate understanding of rules by following most classroom routines.</li> <li>• 6.2.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.</li> <li>• 6.2.3 Demonstrate appropriate behavior when collaborating with others.</li> <li>• 6.4.1 Learn about and respect other cultures within the classroom and community.</li> </ul>

## Component: Relationships with peers and adults

**Definition:** Social connections with other children and adults.

<p><b>Component: Relationships with Peers and Adults</b></p>	<p><b>Component: Relationships with Peers and Adults</b></p>
<p><b>Birth to Three early Learning Standards</b></p>	<p><b>Preschool Teaching and Learning Standards</b></p>
<p>Shows interest in and awareness of peers and adults</p>	<p><b>Social/Emotional Development</b></p> <ul style="list-style-type: none"> <li>• 0.4.1 Engage appropriately with peers and teachers in classroom activities.</li> </ul> <p><b>Visual and Performing Arts Standards</b></p> <ul style="list-style-type: none"> <li>• 1.1.4 Define and maintain personal space. Concentration, and focus during creative movement/dance performances.</li> <li>• 1.1.8 Begin to demonstrate appropriate audience skills during the creative movement and dance performances.</li> <li>• 1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.</li> <li>• 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.</li> <li>• 1.3.8 Begin to demonstrate appropriate audience skills during story-telling.</li> </ul> <p><b>Approaches to Learning Standards</b></p> <ul style="list-style-type: none"> <li>• 9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during the choice time).</li> <li>• 9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).</li> <li>• 9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g. saying to a friend “this is hard. Can you help me figure it out?).</li> <li>• 9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others.</li> <li>• 9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).</li> </ul>

<b>Component: Relationships with Peers and Adults</b>	<b>Component: Relationships with Peers and Adults</b>
<b>Birth to Three early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
	<ul style="list-style-type: none"> <li>• 9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the character’s emotions).</li> </ul> <p style="text-align: center;"><b>Social Studies, Family and Life Skills Standards</b></p> <ul style="list-style-type: none"> <li>• 6.1.1 Describe characteristics of one’s self, one’s family and others.</li> <li>• 6.1.2 Demonstrate an understanding of family roles and traditions.</li> <li>• 6.2.3 Demonstrate appropriate behavior when collaborating with others</li> <li>• 6.3.2 Identify, discuss and role-play the duties of a range of community workers.</li> </ul> <p style="text-align: center;"><b>Science Standards</b></p> <ul style="list-style-type: none"> <li>• 5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.</li> </ul> <p style="text-align: center;"><b>World Languages Standards</b></p> <ul style="list-style-type: none"> <li>• 7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme or song).</li> <li>• 7.1.2 Say simple greetings, words, and phrases in a language other than their own.</li> <li>• 7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.</li> </ul>
Responds to and interacts with other peers and adults.	<p style="text-align: center;"><b>Social/Emotional Development</b></p> <ul style="list-style-type: none"> <li>• 0.4.1 Engage appropriately with peers and teachers in classroom activities.</li> </ul> <p style="text-align: center;"><b>Visual and Performing Arts Standards</b></p> <ul style="list-style-type: none"> <li>• 1.1.8 Begin to demonstrate appropriate audience skills during the creative movement and dance performances.</li> <li>• 1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics and interpretations.</li> <li>• 1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.</li> </ul>

<p><b>Component: Relationships with Peers and Adults</b></p>	<p><b>Component: Relationships with Peers and Adults</b></p>
<p><b>Birth to Three early Learning Standards</b></p>	<p><b>Preschool Teaching and Learning Standards</b></p>
	<ul style="list-style-type: none"> <li>• 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.</li> <li>• 1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).</li> <li>• 1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.</li> <li>• 1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.</li> </ul> <p style="text-align: center;"><b>Social Studies, Family and Life Skills Standards</b></p> <ul style="list-style-type: none"> <li>• 6.1.1 Describe characteristics of one’s self, one’s family and others.</li> <li>• 6.1.2 Demonstrate an understanding of family roles and traditions.</li> <li>• 6.2.3 Demonstrate appropriate behavior when collaborating with others.</li> <li>• 6.3.2 Identify, discuss and role-play the duties of a range of community workers.</li> </ul> <p style="text-align: center;"><b>Approaches to Learning</b></p> <ul style="list-style-type: none"> <li>• 9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during the choice time).</li> <li>• 9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g. saying to a friend “this is hard. Can you help me figure it out?).</li> <li>• 9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g. showing the teacher, “Look- I finished it all by myself!).</li> <li>• 9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others.</li> <li>• 9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).</li> </ul> <p style="text-align: center;"><b>Science Standards</b></p> <ul style="list-style-type: none"> <li>• 5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.</li> </ul>

<b>Component: Relationships with Peers and Adults</b>	<b>Component: Relationships with Peers and Adults</b>
<b>Birth to Three early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
	<p style="text-align: center;"><b>World Languages Standards</b></p> <ul style="list-style-type: none"> <li>• 7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme or song).</li> <li>• 7.1.2 Say simple greetings, words, and phrases in a language other than their own.</li> <li>• 7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.</li> </ul>
<p>Begins to recognize and respond to the feelings and emotions of peer and adults.</p>	<p style="text-align: center;"><b>Visual and Performing Arts Standards</b></p> <ul style="list-style-type: none"> <li>• 1.1.8 Begin to demonstrate appropriate audience skills during the creative movement and dance performances.</li> <li>• 1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.</li> <li>• 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.</li> <li>• 1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.</li> </ul> <p style="text-align: center;"><b>Approaches to Learning</b></p> <ul style="list-style-type: none"> <li>• 9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).</li> <li>• 9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the character’s emotions).</li> </ul>
<p>Begins to show care and concern for others.</p>	<p style="text-align: center;"><b>Social/Emotional Development Standards</b></p> <ul style="list-style-type: none"> <li>• 0.4.4 Respect the rights of others (e.g. this painting belongs to Carlos).</li> </ul> <p style="text-align: center;"><b>Approaches to Learning</b></p> <ul style="list-style-type: none"> <li>• 9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the character’s emotions).</li> </ul>

<p><b>Component: Relationships with Peers and Adults</b></p>	<p><b>Component: Relationships with Peers and Adults</b></p>
<p><b>Birth to Three early Learning Standards</b></p>	<p><b>Preschool Teaching and Learning Standards</b></p>
	<p><b>Social Studies, Family and Life Skills</b></p> <ul style="list-style-type: none"> <li>• 6.2.3 Demonstrate appropriate behavior when collaborating with others.</li> <li>• 0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.</li> </ul>
<p>Uses social interactions, facial expressions, gestures or words to express feelings, needs and wants.</p>	<p><b>Visual and Performing Arts Standards</b></p> <ul style="list-style-type: none"> <li>• 1.1.1 Move body in a variety of ways, with and without music.</li> <li>• 1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.</li> <li>• 1.1.3 Participate in simple sequences of movements.</li> <li>• 1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.</li> <li>• 1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.</li> <li>• 1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.</li> <li>• 1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.</li> <li>• 1.1.8 Begin to demonstrate appropriate audience skills during the creative movement and dance performances.</li> <li>• 1.2.1 Sing a variety of songs with expression, independently and with others.</li> <li>• 1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.</li> <li>• 1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.</li> <li>• 1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.</li> <li>• 1.2.5 Participate in and listen to music from a variety of cultures and times.</li> <li>• 1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary.</li> <li>• 1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.</li> </ul>

<p><b>Component: Relationships with Peers and Adults</b></p>	<p><b>Component: Relationships with Peers and Adults</b></p>
<p><b>Birth to Three early Learning Standards</b></p>	<p><b>Preschool Teaching and Learning Standards</b></p>
	<ul style="list-style-type: none"> <li>• 1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.</li> <li>• 1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).</li> <li>• 1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.</li> <li>• 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props</li> <li>• 1.3.4 Differentiate between fantasy/pretend play and real events.</li> <li>• 1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).</li> <li>• 1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.</li> <li>• 1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances</li> <li>• 1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.</li> <li>• 1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.</li> <li>• 1.4.2 Create two-and three-dimensional works of art while exploring color, line, shape, form, texture, and space.</li> <li>• 1.4.3 Use vocabulary to describe various art forms (e.g. photographs, sculpture), artists (e.g. illustrator, sculptor, photographer.) and elements in the visual arts.</li> <li>• 1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.</li> <li>• 1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.</li> <li>• 1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.</li> <li>• 1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.</li> </ul>

<b>Component: Relationships with Peers and Adults</b>	<b>Component: Relationships with Peers and Adults</b>
<b>Birth to Three early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
	<p style="text-align: center;"><b>Approaches to Learning Standards</b></p> <ul style="list-style-type: none"> <li>• 9.1.1 Make plans and decisions to actively engage in learning.</li> <li>• 9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g. saying to a friend “this is hard. Can you help me figure it out?”).</li> <li>• 9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look-I finished it all by myself!”).</li> <li>• 9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others.</li> <li>• 9.2.3 Use multiple means of communication to creatively express thoughts, ideas and feelings.</li> <li>• 9.4.3 Demonstrate understanding of what others think and feel through words or actions.</li> </ul> <p style="text-align: center;"><b>Social Studies, Family and Life Skills Standards</b></p> <ul style="list-style-type: none"> <li>• 6.1.1 Describe characteristics of one’s self, one’s family and others.</li> <li>• 6.1.2 Demonstrate an understanding of family roles and traditions.</li> <li>• 6.3.2 Identify, discuss and role-play the duties of a range of community workers.</li> <li>• 6.2.3 Demonstrate appropriate behavior when collaborating with others.</li> </ul> <p style="text-align: center;"><b>World Language Standards</b></p> <ul style="list-style-type: none"> <li>• 7.1.2 Say simple greetings, words, and phrases in a language other than their own.</li> <li>• 7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.</li> </ul>
Begins to use imitation or pretend play to learn and practice new roles and relationships.	<p style="text-align: center;"><b>Social/Emotional Development Standards</b></p> <ul style="list-style-type: none"> <li>• 0.5.1 Play independently and cooperatively in pairs and small groups.</li> <li>• 0.5.2 Engage in pretend play.</li> </ul> <p style="text-align: center;"><b>Visual and Performing Arts Standards</b></p> <ul style="list-style-type: none"> <li>• 1.1.3 Participate in simple sequences of movement.</li> </ul>

<p><b>Component: Relationships with Peers and Adults</b></p>	<p><b>Component: Relationships with Peers and Adults</b></p>
<p><b>Birth to Three early Learning Standards</b></p>	<p><b>Preschool Teaching and Learning Standards</b></p>
	<ul style="list-style-type: none"> <li>• 1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.</li> <li>• 1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.</li> <li>• 1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).</li> <li>• 1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.</li> <li>• 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.</li> <li>• 1.3.4 Differentiate between fantasy/pretend play and real events.</li> <li>• 1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen).</li> <li>• 1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual arts media using memory, observation, and imagination.</li> </ul> <p style="text-align: center;"><b>Approaches to Learning</b></p> <ul style="list-style-type: none"> <li>• 9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create work of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).</li> <li>• 9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the character’s emotions).</li> </ul> <p style="text-align: center;"><b>Social Studies, Family and Life Skills</b></p> <ul style="list-style-type: none"> <li>• 6.3.2 Identify, discuss, and role-play the duties of a range of community workers.</li> </ul>

## Approaches to Learning

### Approaches to Learning Continuum: Initiative and Persistence to Demonstration of Preferred Learning Style

Approaches to Learning Components	Young Infants (Birth to 8 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)	Preschool (34 to 48 months)	Preschool (36 to 60 months)
<b>Persistence</b>	Makes and maintains eye contact while being held for feeding	Reaches for caregiver’s hands to continue game of “Peek-a-boo” or “Pat-a-Cake.”	Empties the entire toy box, looking for a favorite toy.	Attempts to put on shoes or coat by themselves and keeps trying for a while before asking for help.	Attempts challenging tasks by using familiar strategies.	Shows persistence when faced with a challenging tasks and uncertainty, seeking and accepting help when appropriate
<b>Curiosity</b>	Shows interest in caregivers face	Explores new objects by feeling, shaking, turning over, mouthing or other actions.	Expresses interest in what makes a toy wind-up car go and experiments with different ways to make it move.	Often uses “Why?” when communicating with adults.	Asks questions about people, objects, activities and surroundings.	Shows curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges.
<b>Creativity</b>	Notices changes in the environment such as having a visitor, seeing a new person or seeing a new	Bangs on pots and pans with a spoon to make noise and then tries the same action on other objects.	Pretends a block is a care moving along a road.	Carries on an imaginary phone conversation using at toy phone.	Creates music, art and stories to express thoughts and ideas.	Uses imagination to solve problems, use materials, role play, write stories, move the

Approaches to Learning Components	Young Infants (Birth to 8 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)	Preschool (34 to 48 months)	Preschool (36 to 60 months)
	picture on the wall.					body or create works of art.
<b>Initiative</b>	Vocalizes or makes noise to attract caregiver's attention.	Gets a favorite book and brings to caregiver to read.	Attempt to feed self and hold own cup or spoon.	When offered a choice, can indicate what he/she wants to eat or drink.	Participates with others in cooperative play.	Participates with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.

# Supporting the Developmental Process of Approaches Learning

## Supporting young infants in Approaches to Learning, caregivers can...

- Encourage exploration and curiosity by providing interesting things for baby to see, touch and hear.
- Use variations of familiar activities and introduce new experiences from time to time.

## Supporting older infants in Approaches to Learning, caregivers can...

- Allow baby to play with and explore new uses for everyday household objects.
- Provide toys and other objects baby and carry or take along while moving around inside or outside.

## Supporting young toddlers in Approaches to Learning, caregivers can....

- Introduce new materials or activities in ways to create interest and excitement.
- Allow toddler to enjoy “messy activities” such as finger painting or bubble play.

## Supporting older toddlers in Approaches to Learning, caregivers can....

- Respond to toddler’s questions with interest and enthusiasm.
- Point out interesting or unusual things in the environment, such as clouds in the sky or a bird in a tree.

## Effective preschool teachers:

- Listen closely, respond to, and take pleasure in children’s curiosity. Nurture children’s curiosity by modeling excitement and providing interesting hands-on experiences that motivate them to apply their developing skills and prior knowledge.
- Offer individual, small and large group opportunities throughout the day to express and share ideas and feelings, creating a climate of discourse that values conversations, dialogue, questions, and reflections.

## Domain II: Approaches to Learning

### Component: Persistence

**Definition:** Continuing to work at challenging tasks or activities even when encountering obstacles.

Component: Persistence	Component: Persistence
Birth to Three Early Learning Standards	Preschool Teaching and Learning Standards
Attends to and tries to reproduce interesting events.	<ul style="list-style-type: none"> <li>• <b>9.3 Children identify and solve problems.</b></li> <li>• 9.3.3 Predicts what will happen next based on prior experience and knowledge and tests prediction for accuracy.</li> <li>• <b>9.4 Children apply what they have learned to new situations.</b></li> <li>• 9.4.2 Makes connections between ideas, concepts and subjects.</li> </ul>
Maintains social contact by continuing to engage with caregiver.	<ul style="list-style-type: none"> <li>• <b>9.3 Children identify and solve problems.</b></li> <li>• 9.3.4 Reflects on, evaluates and communicates what was learned.</li> </ul>
Attempts challenging tasks with or without adult help.	<ul style="list-style-type: none"> <li>• <b>9.1 Children demonstrate initiative, engagement and persistence.</b></li> <li>• 9.1.4 Shows persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate.</li> <li>• <b>9.3 Children identify and solve problems.</b></li> <li>• 9.3.1 Recognizes a problem and describes or demonstrates ways to solve it alone or with others.</li> </ul>
Explores thoroughly and tries to solve problems even when encountering obstacles.	<ul style="list-style-type: none"> <li>• <b>9.1 Children demonstrate initiative, engagement and persistence.</b></li> <li>• 9.1.4 Focuses attention and tasks and experiences, despite interruptions or distractions.</li> <li>• <b>9.4 Children apply what they have learned to new situations.</b></li> <li>• 9.4.1 Uses prior knowledge to understand new experiences or a problem in a new context.</li> </ul> <div style="background-color: #a6b8c8; text-align: center; padding: 5px;"><b>Social and Emotional Development</b></div> <ul style="list-style-type: none"> <li>• <b>0.2. Children demonstrate self-direction.</b></li> <li>• 0.2.4 Attends to tasks for a period of time.</li> <li>• <b>0.4 Children exhibit positive interactions with other children and adults.</b></li> </ul>

Component: Persistence	Component: Persistence
Birth to Three Early Learning Standards	Preschool Teaching and Learning Standards
	<ul style="list-style-type: none"> <li>0.4.6 Demonstrate verbal or nonverbal problem solving skills without being aggressive (e.g. talk about a problem and related feelings and negotiate solutions).</li> </ul>
	<p style="text-align: center;"><b>Visual and Performing Arts</b></p> <ul style="list-style-type: none"> <li>1.4 Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting and drawing).</li> <li>1.4.5 Demonstrates planning, persistence and problem solving skills while working independently or with others during the creative process.</li> </ul>

## Component: Curiosity

**Definition:** Interest in things and people in the environment

Component: Curiosity	Component: Curiosity
Birth to Three Early Learning Standards	Preschool Teaching and Learning Standards
Shows interest in and actively explores the environment.	<i>Intentionally left blank</i>
Shows eagerness and curiosity as a learner.	<ul style="list-style-type: none"> <li><b>9.1 Children demonstrate initiative, engagement and persistence.</b></li> <li>9.1.2 Shows curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges.</li> </ul>
	<p style="text-align: center;"><b>Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li><b>0.2 Children demonstrate self-direction.</b></li> <li>0.2.1 Makes independent choices and plans from a broad range of diverse interest centers.</li> </ul>
Seeks to discover and learn new things.	<ul style="list-style-type: none"> <li><b>9.3 Children identify and solve problems.</b></li> <li>9.3.2 Uses strategies to seek or recall information and to find answers.</li> <li><b>9.4 Children apply what they have learned to new situations.</b></li> </ul>

Component: Curiosity	Component: Curiosity
Birth to Three Early Learning Standards	Preschool Teaching and Learning Standards
	<ul style="list-style-type: none"> <li>9.4.2: Makes connections between, ideas, concepts and subjects.</li> </ul>

## Component: Creativity

**Definition:** Developing the ability to invent and try new things.

Component: Creativity	Component: Creativity
Birth to Three Early Learning Standards	Preschool Teaching and Learning Standards
<p>Uses unusual ways to explore people and objects in the environment.</p>	<ul style="list-style-type: none"> <li><b>9.2 Children show creativity and imagination.</b></li> <li>9.2.1 Shows flexibility in approaching tasks by being open to new ideas.</li> <li>9.2.2 Uses imagination to solve problems, use materials, role play, write stories, move the body or create works of art.</li> <li>9.2.3 Uses multiple means of communication to creatively express thoughts, ideas and feelings.</li> </ul> <div style="background-color: #d9e1f2; text-align: center; padding: 2px;"><b>Visual Performing Arts</b></div> <ul style="list-style-type: none"> <li><b>1.1 Children express themselves through and develop an appreciation of movement and dance.</b></li> <li>1.1.1 Moves the body in a variety of ways, with and without music.</li> <li>1.1.2 Moves the body in a variety of ways, with and without music.</li> <li>1.1.5 Participates in and or observes a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.</li> <li>1.1.6 Uses movement/dance to convey meaning around a theme or to show feelings.</li> <li><b>1.3 Children express themselves through and develop an appreciation of dramatic play and storytelling.</b></li> <li>1.3.1 Plays roles observed through life experiences (e.g. mom/dad, baby, firefighter, police officer, doctor, mechanic).</li> <li>1.3.2 Uses memory, imagination, creativity and language to make up new roles and act them out.</li> </ul>

Component: Creativity	Component: Creativity
Birth to Three Early Learning Standards	Preschool Teaching and Learning Standards
	<p style="text-align: center;"><b>Social Emotional Development</b></p> <ul style="list-style-type: none"> <li>• <b>0.5 Children exhibit pro-social behaviors.</b></li> <li>• 0.5.2 Engages in pretend play.</li> </ul> <p style="text-align: center;"><b>Technology</b></p> <ul style="list-style-type: none"> <li>• <b>8.3 Begins to use electronic devices to communicate.</b></li> <li>• 8.3.1 Selects and uses electronic devices to type name and to create stories with pictures and letters/words.</li> </ul>
Finds new things to do with familiar objects.	<p style="text-align: center;"><b>Visual and Performing Arts</b></p> <ul style="list-style-type: none"> <li>• <b>1.2 Children express themselves through and develop an appreciation of music.</b></li> <li>• 1.2.2 Uses a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics and interpretations.</li> </ul>
Uses imagination in playful, silly or messy ways	<p style="text-align: center;"><b>Visual and Performing Arts</b></p> <ul style="list-style-type: none"> <li>• <b>1.4 Children express themselves through and develop an appreciation for the arts.</b></li> <li>• 1.4.2 Creates two and three dimensional works of art while exploring color, line, shape, form, texture and space.</li> <li>• 1.4.4 Demonstrate a growing ability to represent experiences, thoughts and ideas through a variety of age appropriate materials and visual art media.</li> </ul>

## Component: Initiative

**Definition:** Ability to engage others in interaction.

Component: Initiative	Component: Initiative
<b>Birth to Three Early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
Shows initiative by engaging others in interaction.	<ul style="list-style-type: none"> <li>• <b>9.4 Children apply what they have learned to new situations.</b></li> <li>• 9.4.3 Demonstrates understanding of what others think and feel through words and actions.</li> </ul> <div style="background-color: #d9d9d9; text-align: center; padding: 2px 5px;"><b>Social and Emotional Development</b></div> <ul style="list-style-type: none"> <li>• <b>0.1 Children demonstrate self-confidence.</b></li> <li>• 0.1.3 Actively engages in activities and interactions with teachers and peers.</li> <li>• 0.1.4 Discusses their own actions and efforts.</li> <li>• <b>0.4 Children exhibit positive interactions with other children and adults.</b></li> <li>• 0.4.1 Engages appropriately with peers and teachers in classroom activities.</li> <li>• 0.4.5 Expresses needs verbally or nonverbally to teachers and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).</li> <li>• <b>0.5 Children exhibit pro-social behaviors.</b></li> <li>• 0.5.1 Plays independently and cooperatively in pairs and small groups.</li> <li>• 0.5.3 Demonstrates how to enter into play when a group of children are already involved in play.</li> </ul> <div style="background-color: #d9d9d9; text-align: center; padding: 2px 5px;"><b>Visual and Performing Arts</b></div> <ul style="list-style-type: none"> <li>• <b>1.3 Children express themselves through and develop an appreciation of dramatic play and storytelling.</b></li> <li>• 1.3.3 Participates with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.</li> </ul>
Takes action without being directed by others.	<ul style="list-style-type: none"> <li>• <b>9.1 Children demonstrate initiative, engagement and persistence.</b></li> <li>• 9.1.5 Brings a teacher directed or self-initiated task, activity or project to completion.</li> </ul> <div style="background-color: #d9d9d9; text-align: center; padding: 2px 5px;"><b>Social and Emotional Development</b></div> <ul style="list-style-type: none"> <li>• <b>0.1 Children demonstrate self-confidence.</b></li> <li>• 0.1.1 Expresses individuality by making independent decisions about what materials to use.</li> </ul>

Component: Initiative	Component: Initiative
Birth to Three Early Learning Standards	Preschool Teaching and Learning Standards
	<ul style="list-style-type: none"> <li>• <b>0.2 Children demonstrate self-direction.</b></li> <li>• 0.2.2 Demonstrates self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).</li> <li>• 0.2.3 Moves through classroom routines and activities with minimal teacher direction and transitions easily from one activity to the next.</li> </ul>
Demonstrates initiative by making choices.	<ul style="list-style-type: none"> <li>• <b>9.1 Children demonstrate initiative, engagement and persistence.</b></li> <li>• 9.1.1 Makes plans and decisions to actively engage in learning.</li> </ul> <p style="text-align: center;"><b>Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• <b>0.1 Children demonstrate self-confidence.</b></li> <li>• 0.1.2 Expresses ideas for activities and initiate discussions.</li> <li>• <b>0.2 Children demonstrate self-direction.</b></li> <li>• 0.2.1 Makes independent choices and plans from a broad range of diverse interest centers.</li> </ul> <p style="text-align: center;"><b>Technology</b></p> <ul style="list-style-type: none"> <li>• <b>8.2 Uses electronic devices.</b></li> <li>• 8.2.5 Collaborates with peers by participating in interactive digital games and activities.</li> </ul>

# Pathways of Language Development and Communication Development

## Language Development Continuum: Listening and Understanding to Language and Communication

Language Development Components	Young Infants (Birth to 8 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddler (24 to 36 months)	Preschool (34 to 48 months)	Preschool (36 to 60 months)
<b>Listening and Understanding</b>	Responds to a familiar voice or sound by turning head in the direction of the voice or sound.	Watches a person’s face and hands when they are talking or gesturing.	Responds to many questions with a non-verbal response, such as shaking head “Yes” or “No”	Listens and starts to pick up toys when hears “Clean Up” song.	Demonstrates understanding of sounds, syllables, and spoken words.	Demonstrates an understanding of beginning phonics and word skills
<b>Communication and Speaking</b>	Uses different types of cries for expressing hunger, discomfort, fear and other emotions.	Produces own sounds or babbles either by self or in response to others talking to him/her.	Shakes head or uses words to respond to “Yes” or “No” questions.	Sometimes uses two- or three- word sentences in communication with others.	Uses spoken language to communicate in single words, phrases and complete sentences.	Participates in conversations and interactions with peers and adults individually and in small and large groups.
<b>Emergent and Emerging Literacy</b>	Kicks feet or moves arms in response to rhythm of music.	Makes some motions for “Pat-a-Cake” and other familiar rhymes and finger plays in home language.	Knows several simple songs, rhymes or stories.	Looks at a book, turns pages and talks about or signs about what is happening.	Develops beginning phonics and word skills with encouragement, retells key details of text that support a provided main idea.	Begin to demonstrate understanding of basic features of print: <ul style="list-style-type: none"> <li>• follow words from left to right, top to bottom,</li> </ul>

Language Development Components	Young Infants (Birth to 8 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddler (24 to 36 months)	Preschool (34 to 48 months)	Preschool (36 to 60 months)
						<p>page by page.</p> <ul style="list-style-type: none"> <li>• recognize that spoken words can be written and read</li> <li>• recognize that words are separated by spaces</li> <li>• recognize and name many upper and lowercase letters of the alphabet</li> </ul>

# Supporting the Developmental Process of Listening and Understanding to Language and Communication

## Supporting infants in Listening and Understanding, caregivers can....

- Communicate with the baby and allow time for him/her to respond to you, perhaps by turning his/her head to look at you, smiling or cooing.
- Encourage face to face play and interaction.

## Supporting older infants in Listening and Understanding, caregivers can.....

- Recognize and support baby's learning of the home language(s) of his/her family and culture.
- Talk with baby and engage in conversation with baby using simple words, signs, or gestures.

## Supporting Young Toddlers in Listening and Understanding, caregivers can.....

- Ask toddler to point to specific pictures in a book are reading to them.
- Provide opportunities for toddler to hear the sounds of nature, such as birds, animals, people and the rain.

## Supporting Older Toddlers in Listening and Understanding, caregivers can.....

- Use language for simple one-step directions and acknowledge toddler's response and actions.
- Encourage toddler to listen to and recall familiar rhymes, fingerplays and songs.

## Supporting pre-kindergartners in language and communication, teachers can.....

- Provide opportunities to encourage speaking audibly and expressing thoughts, feelings and ideas.
- Create situations that stimulate questions and require the child to seek help, get information, or follow directions.

## Domain III: Language Development

### Component: Listening, Speaking and Understanding

**Definition:** Attending to and understanding language and other forms of communication from others.

Component: Listening, Speaking, and Understanding	Component: Listening, Speaking and Understanding
Birth to Three Early Learning Standards	Preschoolers Teaching and Learning Standards
Shows interest in listening to sounds.	<p style="text-align: center;"><b>English Language Arts Standards</b></p> <ul style="list-style-type: none"> <li>• RF.PK.2 Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes):               <ol style="list-style-type: none"> <li>a) Recognize and produce simple rhyming words.</li> <li>b) Segment syllables in spoken words by clapping out the number of syllables.</li> <li>c) Identify many initial sounds of familiar words.</li> </ol> </li> </ul>
Listens with interest to language of others.	<p style="text-align: center;"><b>World Languages Standards</b></p> <ul style="list-style-type: none"> <li>• 7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).</li> </ul>
Responds to verbal communication of others.	<p style="text-align: center;"><b>English Language Arts Standards</b></p> <ul style="list-style-type: none"> <li>• SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.</li> </ul>
Responds to nonverbal communication of others.	<i>Intentionally left blank.</i>
Understands gestures, words, phrases or questions.	<p style="text-align: center;"><b>English Language Arts Standards</b></p> <ul style="list-style-type: none"> <li>• L.PK.4 Begin to determine the meaning of new words and phrases introduced through preschool reading and content:</li> </ul>

<b>Component: Listening, Speaking, and Understanding</b>	<b>Component: Listening, Speaking and Understanding</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschoolers Teaching and Learning Standards</b>
	<p>a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).</p> <p style="text-align: center;"><b>World Languages Standards</b></p> <ul style="list-style-type: none"> <li>• 7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.</li> </ul>
Uses sounds, gestures or actions to express needs and wants.	<p style="text-align: center;"><b>English Language Arts Standards</b></p> <ul style="list-style-type: none"> <li>• SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.</li> </ul>
Uses consistent sounds, gestures, signs or words to communicate.	<p style="text-align: center;"><b>English Language Arts Standards</b></p> <ul style="list-style-type: none"> <li>• SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.</li> <li>• L.PK.1 Begin to understand the conventions of standard English grammar when speaking during interactions and activities: <ul style="list-style-type: none"> <li>a) Print many alphabet letters.</li> <li>b) Use frequently occurring nouns and verbs.</li> <li>c) Form regular plural nouns.</li> <li>d) Understand and use question words (e.g., who, what, where, when, why, how).</li> <li>e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).</li> <li>f) Begin to speak in complete sentences.</li> </ul> </li> </ul> <p style="text-align: center;"><b>World Languages Standards</b></p> <ul style="list-style-type: none"> <li>• 7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.</li> </ul>

<b>Component: Listening, Speaking, and Understanding</b>	<b>Component: Listening, Speaking and Understanding</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschoolers Teaching and Learning Standards</b>
	<p style="text-align: center;"><b>Technology Standards</b></p> <ul style="list-style-type: none"> <li>• 8.4.1 Use basic technology terms in conversations (e.g., digital camera, battery, screen, computer, Internet, mouse, keyboard and printer).</li> </ul>
Imitates sounds, gestures, signs, words or phrases.	<p style="text-align: center;"><b>English Language Arts Standards</b></p> <ul style="list-style-type: none"> <li>• L.PK.6 Use words and phrases acquired through conversations, activities and read-alouds.</li> </ul> <p style="text-align: center;"><b>World Languages Standards</b></p> <ul style="list-style-type: none"> <li>• 7.1.2 Say simple greetings, words, and phrases in a language other than their own.</li> </ul>
Uses sounds, signs, words or phrases for a variety of purposes.	<p style="text-align: center;"><b>English Language Arts Standards</b></p> <ul style="list-style-type: none"> <li>• SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.</li> <li>• L.PK.5 With guidance and support, explore word relationships: <ul style="list-style-type: none"> <li>a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).</li> <li>b) Begin to understand opposites of simple and familiar words.</li> <li>c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).</li> </ul> </li> </ul>
Takes turns using language in simple back and forth conversations.	<p style="text-align: center;"><b>English Language Arts Standards</b></p> <ul style="list-style-type: none"> <li>• SL.PK.1 Participate in conversations and interactions with peers and adults individually and in small and large groups: <ul style="list-style-type: none"> <li>a) Follow-agreed upon rules for discussions during group interactions.</li> <li>b) Continue a conversation through several back and forth exchanges.</li> </ul> </li> </ul>

<b>Component: Listening, Speaking, and Understanding</b>	<b>Component: Listening, Speaking and Understanding</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschoolers Teaching and Learning Standards</b>
Shows interest in songs, rhymes and stories.	<p style="text-align: center;"><b>English Language Arts Standards</b></p> <ul style="list-style-type: none"> <li>• RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in small and large groups.</li> <li>• RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.</li> </ul>
Shows interest in photos, pictures and drawings.	<p style="text-align: center;"><b>English Language Arts Standards</b></p> <ul style="list-style-type: none"> <li>• RL.PK.7 With prompting and support, using a familiar storybook, tell how illustrations support the story.</li> <li>• RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.</li> <li>• SL.PK.5 Use drawings to describe ideas.</li> </ul> <p style="text-align: center;"><b>Technology Standards</b></p> <ul style="list-style-type: none"> <li>• 8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).</li> <li>• 8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.</li> <li>• 8.2.6 Use a digital camera to take a picture.</li> </ul>
Develops interest in and involvement with books and other print materials.	<p style="text-align: center;"><b>English Language Arts Standards</b></p> <ul style="list-style-type: none"> <li>• RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.</li> <li>• RL.PK.2 With prompting and support, retell familiar stories or poems.</li> <li>• RL.PK.3 With prompting and support identify characters, settings and major events in a familiar story.</li> </ul>

<b>Component: Listening, Speaking, and Understanding</b>	<b>Component: Listening, Speaking and Understanding</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschoolers Teaching and Learning Standards</b>
	<ul style="list-style-type: none"> <li>• RL.PK.4 Ask and answer questions about unfamiliar words in a story or poem read aloud.</li> <li>• RL.PK.5 Recognize common types of literature (storybooks and poetry books).</li> <li>• RL.PK.6 With prompting and support identify the role of author and illustrator in telling the story.</li> <li>• RL.PK.9 With prompting and support, compare and contrast the adventures of two main characters from familiar stories.</li> <li>• RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.</li> <li>• RI.PK.2 With prompting and support, recall important facts from a familiar text.</li> <li>• RI.PK.3 With prompting and support, make a connection between the pieces of essential information in a familiar text.</li> <li>• RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.</li> <li>• RI.PK.5 Identify the front and back cover of a book.</li> <li>• RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.</li> <li>• RI.PK.8 Identify the front and back cover of a book.</li> <li>• RI.PK.9 With prompting and support, identify two or more information books on a favorite topic.</li> </ul>

## Component: Emergent Literacy

**Definition:** Developing skills and behaviors that relate to later reading and writing.

Component: Emergent Literacy	Component: Emergent Literacy
<b>Birth to Three Early Learning Standards</b>	<b>Preschoolers Teaching and Learning Standards</b>
<p>Begins to recognize and understand symbols such as those used in writing.</p>	<div style="background-color: #d9e1e2; text-align: center; padding: 5px;"><b>English Language Arts Standards</b></div> <ul style="list-style-type: none"> <li>• RF.PK.1 Begin to demonstrate understanding of basic features of print:               <ol style="list-style-type: none"> <li>a) Follow words from left to right, top to bottom, page by page.</li> <li>b) Recognize that spoken words can be written and read.</li> <li>c) Recognize that words are separated by spaces.</li> <li>d) Recognize and name many upper and lowercase letters of the alphabet.</li> </ol> </li> <li>• RF.PK.3 Demonstrate an understanding of beginning phonics and word skills:               <ol style="list-style-type: none"> <li>a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.</li> <li>b) Recognizes their name in print as well as other familiar print in the environment:</li> </ol> </li> <li>• RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.</li> <li>• W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.</li> <li>• W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.</li> <li>• W.PK.3 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to describe children’s activities or ideas real or imagined during play or other activities.</li> <li>• W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.</li> <li>• W.PK.6 With guidance and support, use digital tools to express ideas.</li> </ul>

<p><b>Component: Emergent Literacy</b></p>	<p><b>Component: Emergent Literacy</b></p>
<p><b>Birth to Three Early Learning Standards</b></p>	<p><b>Preschoolers Teaching and Learning Standards</b></p>
	<ul style="list-style-type: none"> <li>• W.PK.8 Begin to participate in shared research and shared writing projects.</li> <li>• L.PK.2 Begin to understand the simple conventions of Standard English grammar during reading and writing experiences throughout the day. <ul style="list-style-type: none"> <li>c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.</li> </ul> </li> </ul> <p style="text-align: center;"><b>Technology Standards</b></p> <ul style="list-style-type: none"> <li>• 8.2.1 Identify the “power keys” (e.g. ENTER, spacebar) on a keyboard.</li> <li>• 8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”</li> <li>• 8.2.4 Recognize that the number keys are in a row on the top of the keyboard.</li> <li>• 8.5.1 Use the Internet to explore and investigate questions with a teacher’s support.</li> <li>• 8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.</li> </ul>

## Cognitive Development

### Cognitive Development Continuum: Exploration & Discovery to Math, Science, and Technology

Cognitive Development Components	Young Infants (Birth to 8 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddler (24 to 36 months)	Preschool (34 to 48 months)	Preschool (36 to 60 months)
<b>Exploration and Discovery</b>	Focuses on caregiver voice during feeding times.	Pushes a button to turn a toy on or off to start or stop an action and may repeat the action.	Does simple puzzles with different colors and shapes.	Matches color and shapes when sorting toys and other objects.	Participates in simple investigations of physical characteristics of living things from same species to answer questions.	Recognize and name one-digit written numbers up to 10 with minimal prompting.
<b>Memory</b>	Stares intently at new faces or objects	Looks for missing toy, when asked, "Where is the ball?"	Recognizes a neighbor at a grocery store and waves or says, "Hi."	Recreates a "birthday party" with stuffed animals or dolls after attending a party for a friend.	Participates in complex play sequences with two or more children.	Begin to describe familiar people, places and things, events and sometimes detail.
<b>Problem Solving</b>	Moves body up and down to get caregiver to continue bouncing him/her on caregivers knee.	Tries many different ways such as poking with fingers, shaking or dumping to get	Seeks new information with questions such as, "What is that?" or "Who is that?"	Combines materials together to solve problems, such as making a stick out of building toys to use to	Demonstrates willingness to explore new challenges or tasks.	With prompting and support, ask and answer key elements in a familiar story or poem.

Cognitive Development Components	Young Infants (Birth to 8 months)	Older Infants (8 to 18 months)	Young Toddlers (16 to 26 months)	Older Toddler (24 to 36 months)	Preschool (34 to 48 months)	Preschool (36 to 60 months)
		clothespins out of a bottle.		reach a ball under a chair.		
<b>Imitation and Symbolic Play</b>	Imitates shaking or patting a toy or other object.	Pretends to feed doll or stuffed animal with his/her bottle or food.	Uses familiar objects to represent other things, such as using a block moving along the floor as a car or a piece of newspaper as a blanket.	Draws a picture with crayons or markers and makes up a story about it.	Engages in interactive play sequences that include acting out roles.	Use a combination of drawings, dictation, scribble, writing, letter strings, or invented spelling to share information during play or other activities.

# Supporting the Developmental Process of Cognition

## Supporting young infants in Cognitive Development, caregivers can...

- Provide a variety of safe objects of different sizes, shapes, colors and textures for baby to look at and explore.
- Greet baby by name, talk about and name other people or objects that are present.

## Supporting older infants in Cognitive Development, caregivers can...

- Play games with baby that provide opportunities for turn taking and give-and-take, such as “Peek-a-boo” or “Pat-a-Cake.” Watch for times when baby might repeat these games or activities in new situations and with other people.
- Describe what baby is seeing when he/she notices something new or different in the environment.

## Supporting young toddlers in Cognitive Development, caregivers can....

- Provide toys that challenge toddler’s skills, such as push and pull toys, puzzles and sorting or matching objects.
- Provide a convenient place, such as a box or a shelf, for toddler to keep things so he/she can find them by himself/herself.

## Supporting older toddlers in Cognitive Development, caregivers can....

- Ask questions and express wonder about a problem to help toddler to think about and remember how he/she solved similar problems before.
- Use puppets, stuffed animals or other props to make story time more interesting for toddlers.

## Effective preschool teachers:

- Provide a wide variety of writing materials for children to informally explore writing numbers along with meaningful contexts for children to write numbers on charts and graphs.
- Provide and assist students with identifying and using appropriate tools and technology in support of their science investigations.
- Encourage children to record their activities and projects using digital cameras.
- Never formally “teach” technology skills and competencies. Instead, set the stage for successful experimentation by providing the materials, introducing them, and being available to lend support.

## Domain IV: Cognitive Development

### Component: Memory

**Definition:** Ability to process, retain and recall information.

Component: Memory	Component: Memory
Birth to Three Learning Standards	Preschool Teaching and Learning Standards
Cognitive	<ul style="list-style-type: none"> <li>• Visual and Performing Arts Standard 1</li> <li>• ELA Standards</li> <li>• Math Standard 4</li> <li>• Science Standard 5</li> <li>• Social Studies Standard 6</li> <li>• Technology Standard 8</li> <li>• Approaches to Learning Standard 9</li> </ul>
Shows ability to acquire new information and use it at a later time.	<div style="background-color: #d9e1f2; text-align: center; padding: 2px;"><b>Visual and Performing Arts</b></div> <ul style="list-style-type: none"> <li>• 1.3.2 Use memory, imagination, creativity, and language to make up new roles and out them out.</li> <li>• 1.3.5 Sustain and extend play during dramatic play interactions (i.e. anticipate what will happen next).</li> </ul> <div style="background-color: #d9e1f2; text-align: center; padding: 2px;"><b>ELA Standards</b></div> <ul style="list-style-type: none"> <li>• RF.PK. 3a - d Demonstrate an understanding of beginning phonics &amp; words skills.</li> <li>• RF.PK 4 Begin to understand a variety of texts with purpose &amp; understanding.</li> <li>• RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.</li> <li>• SL.PK. 6 With guidance and support, speak audibly and express thoughts, feelings, ideas.</li> <li>• L.PK.1 a-f Begin to understand conventions of standard English grammar when speaking during interactions and activities.</li> <li>• L.PK.2 a-d Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.</li> <li>• L.PK.4 a,b Begin to determine the meaning of new words and phrases introduced through preschool and</li> </ul>

<b>Component: Memory</b>	<b>Component: Memory</b>
<b>Birth to Three Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
	<p>content.</p> <ul style="list-style-type: none"> <li>• L.PK.6 Use words and phrases acquired through conversations, activities and read aloud.</li> </ul> <p style="text-align: center;"><b>Math Standards</b></p> <ul style="list-style-type: none"> <li>• 4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.</li> <li>• 4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).</li> </ul> <p style="text-align: center;"><b>Science Standard</b></p> <ul style="list-style-type: none"> <li>• 5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment.</li> </ul> <p style="text-align: center;"><b>Social Studies Standard</b></p> <ul style="list-style-type: none"> <li>• 6.2.1 Demonstrate understanding of rules by following most classroom routines.</li> </ul> <p style="text-align: center;"><b>Approaches to Learning Standards</b></p> <ul style="list-style-type: none"> <li>• 9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences.</li> <li>• 9.3.2 Use varied strategies to seek or recall information and to find answers</li> <li>• 9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy.</li> <li>• 9.3.4 Reflect on, evaluate, and communicate what was learned.</li> </ul>
Recognizes familiar people, places and things.	<p style="text-align: center;"><b>ELA Standards</b></p> <ul style="list-style-type: none"> <li>• RL. PK. 5 Recognize common types of literature.</li> <li>• SL.PK.4 Begin to describe familiar people, places and things, events and sometimes detail.</li> <li>• SL.PK.5 Use drawings or visual displays to add descriptions to provide additional detail.</li> </ul> <p style="text-align: center;"><b>Social Studies Standards</b></p> <ul style="list-style-type: none"> <li>• 6.1.1 Describe characteristics of oneself, one’s family, and others.</li> <li>• 6.1.2 Demonstrate an understanding of family roles and traditions.</li> <li>• 6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).</li> </ul>

Component: Memory	Component: Memory
Birth to Three Learning Standards	Preschool Teaching and Learning Standards
	<ul style="list-style-type: none"> <li>• 6.4.1 Learn about and respect other cultures within the classroom and community</li> </ul> <p style="text-align: center;"><b>Approaches to Learning Standards</b></p> <ul style="list-style-type: none"> <li>• 9.4.1 Use prior knowledge to understand new experiences or a problem in a new context.</li> <li>• 9.4.3 Demonstrate understanding of what others think and feel through words and actions.</li> </ul>
Recalls and uses information in new situations.	<p style="text-align: center;"><b>ELA Standards</b></p> <ul style="list-style-type: none"> <li>• RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.</li> <li>• RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem aloud.</li> <li>• SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.</li> <li>• SL.PK.3 Ask and answer questions to seek help, get information or follow directions.</li> </ul> <p style="text-align: center;"><b>Math Standard</b></p> <ul style="list-style-type: none"> <li>• 4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attribute.</li> </ul> <p style="text-align: center;"><b>Science Standard</b></p> <ul style="list-style-type: none"> <li>• 5.1.4 Communicates with other children and adults to share observations, pursue questions, make predications and conclusions.</li> </ul> <p style="text-align: center;"><b>Social Studies Standard</b></p> <ul style="list-style-type: none"> <li>• 6.2.1 Demonstrate understanding of rules by following most classroom routines.</li> </ul> <p style="text-align: center;"><b>Technology Standards</b></p> <ul style="list-style-type: none"> <li>• 8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).</li> <li>• 8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.</li> </ul> <p style="text-align: center;"><b>Approaches to Learning Standards</b></p> <ul style="list-style-type: none"> <li>• 9.4.1 Use prior knowledge to understand new experiences or a problem in a new context.</li> <li>• 9.4.3 Demonstrate understanding of what others think and feel through words and actions.</li> </ul>

## Component: Imitation and Symbolic Play

**Definition:** Body movements and skills that involve the arms and legs or the whole body during play.

Component: Imitation and Symbolic Play	Component: Imitation and Symbolic Play
<b>Birth to Three Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
Searches for missing or hidden objects.	<b>Social Studies Standard</b>
	<ul style="list-style-type: none"> <li>6.3.1 Develop an awareness of the physical features of the neighborhood/community.</li> </ul>
Observes and imitates sounds, gestures or behavior.	<b>Approaches to Learning Standards</b>
	<ul style="list-style-type: none"> <li>9.3.2 Use varied strategies to seek or recall information and to find answers.</li> <li>9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy.</li> </ul>
	<b>Visual and Performing Arts Standard</b>
	<ul style="list-style-type: none"> <li>1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.</li> </ul>
	<b>ELA Standards</b>
	<ul style="list-style-type: none"> <li>RF.PK.2 a-e Demonstrate understanding of spoken words and begin to understand syllables and sounds.</li> <li>RF.PK.3 a-d Demonstrate an understanding of phonics and word skills.</li> </ul>
	<b>Social Studies Standards</b>
	<ul style="list-style-type: none"> <li>6.2.1 Demonstrate understanding of rules by following most classroom routines.</li> <li>6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.</li> <li>6.2.3 Demonstrate appropriate behavior when collaborating with others.</li> </ul>
	<b>Approaches to Learning Standards</b>
	<ul style="list-style-type: none"> <li>9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences.</li> <li>9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings.</li> </ul>

<b>Component: Imitation and Symbolic Play</b>	<b>Component: Imitation and Symbolic Play</b>
<b>Birth to Three Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
Uses imitation or pretend play to express creativity and imagination.	<p data-bbox="474 371 1948 407" style="text-align: center;"><b>Visual and Performing Arts Standard</b></p> <ul data-bbox="474 415 1948 451" style="list-style-type: none"> <li>• 1.3.2 Uses memory, imagination, creativity, and language to make up new roles and act them out.</li> </ul> <p data-bbox="474 459 1948 495" style="text-align: center;"><b>ELA Standards</b></p> <ul data-bbox="474 503 1948 657" style="list-style-type: none"> <li>• W.PK.1 Use of combination of drawings, dictation, scribble, writing, letter strings, or invented spelling to share preference or opinion during play or other activities.</li> <li>• W.PK.2 Use a combination of drawings, dictation, scribble writing, letter strings, or invented spelling to share information during play or other activities.</li> </ul> <p data-bbox="474 665 1948 701" style="text-align: center;"><b>Social Studies Standard</b></p> <ul data-bbox="474 709 1948 831" style="list-style-type: none"> <li>• 6.1.2 Demonstrate an understanding of family roles and traditions.</li> <li>• 6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).</li> <li>• 6.3.2 Identify, discuss, and role-play the duties of a range of community workers.</li> </ul> <p data-bbox="474 839 1948 875" style="text-align: center;"><b>Approaches to Learning Standard</b></p> <ul data-bbox="474 883 1948 1127" style="list-style-type: none"> <li>• 9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences.</li> <li>• 9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art.</li> <li>• 9.3.2 Use varied strategies to seek or recall information and to find answers.</li> <li>• 9.3.3 Predict what will happen next based on prior experience and knowledge and test the predictions for accuracy.</li> </ul>

# Physical and Motor Development

## Gross Motor Development Continuum

Gross Development Components	Young Infants (Birth to 8 months)	Older Infants (8 to 18 months)	Younger Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)	Preschool (34 to 48 months)	Preschool (36 to 60 months)
<b>Moves body, arms and legs with coordination</b>	Makes repetitive motions with arms and legs.	Sits by self and maintains balance while playing with a toy.	Walks easily or runs from place to place by self.	Climbs on chair or stool to reach toys and other objects that are up high.	Can balance briefly on one foot, go up and down the stairs with ease and alternating feet, walk in a straight line.	Move the body in a variety of ways with and without music.
<b>Demonstrates large muscle balance, stability, control and coordination</b>	Holds head up or turns head from side to side when placed on stomach.	Crawls on hands and knees to get a toy.	Crawls or walks up steps and then backs down or turns and walks down by self.	Climbs stairs using alternate feet.	Can go up and down stairs without assistance.	Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).
<b>Develops increasing ability to change positions and move body from place to place</b>	Rolls over and over to get closer to a toy.	Scoots on bottom using legs to help move from place to place.	Pushes or pulls a wagon or cart while walking.	Tries to ride a tricycle or other riding toys with pedals.	Walks forward and backward with ease.	Participate in simple sequences of movement.

Gross Development Components	Young Infants (Birth to 8 months)	Older Infants (8 to 18 months)	Younger Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)	Preschool (34 to 48 months)	Preschool (36 to 60 months)
<b>Moves body with purpose to achieve a goal</b>	Uses arms and legs to move forward or backward on stomach or back.	Uses furniture to pull self up from sitting to standing or lower self from standing to sitting.	Walks and sometimes runs across the room to greet people.	Stands on one foot or can kick a ball with one foot while standing.	Hops on one foot.	Participate in or observe a variety of dance and movement activities accompanied by music or props from different cultures and genres

## Fine Motor Development

### Fine Motor Development Continuum

Fine Motor Components	Young Infants (Birth to 8 months)	Older Infants (8 to 18 months)	Younger Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)	Preschool (34 to 48 months)	Preschool (36 to 60 months)
<b>Uses hands or feet to manipulate objects and make contact with people</b>	Kicks or swipes at toy or mobile hanging over crib.	Transfer a block or other toy from hand to hand.	Throws a ball toward another child or to an adult.	Watches adult to learn hand motions for finger plays.	Uses hands and feet to role play actions of adults.	Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls, Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).
<b>Develops small muscle control and coordination</b>	Grasps a finger or small toy placed in his/her hand.	Holds two blocks, one in each hand, and hits them together to make noise.	Stacks two or three blocks on top of each other.	Uses a crayon or marker to make scribbles or circles on paper.	Uses scissors to make cuts on a line.	Create more recognizable representations as eye-hand coordination and fine-motor skills develop.

<b>Fine Motor Components</b>	<b>Young Infants (Birth to 8 months)</b>	<b>Older Infants (8 to 18 months)</b>	<b>Younger Toddlers (16 to 26 months)</b>	<b>Older Toddlers (24 to 36 months)</b>	<b>Preschool (34 to 48 months)</b>	<b>Preschool (36 to 60 months)</b>
<b>Demonstrates integration of the senses</b>	Looks at an object in his/her hand while bringing it to mouth.	Coordinates and uses senses together, such as hearing and looking or seeing and touching.	Pushes and pats puzzle pieces into place.	Holds paint brush and makes marks at easel or at table.	Copies shapes and prints letters modeled by adults.	Can do simple tasks that require coordination or integration of sensory information.
<b>Uses different actions on objects</b>	Uses hands and actions, such as hitting shaking, and patting to explore different ways to use a new toy.	Holds string and pulls toy while standing or walking.	Uses finger paint to make marks or circles on paper.	Puts things together, such as connecting blocks or linking toys, using hands and fingers.	Manipulates puzzle pieces with ease.	Demonstrate a growing ability to represent experiences, thoughts and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.
<b>Controls small muscles in hands when doing simple tasks</b>	Claps hands when imitating others or to show emotion.	Uses pincer grasp with thumb and forefinger together to pick up small objects	Squeezes a sponge and watches water drip on the table.	Watches adult to learn hand motions for finger play.	Uses table utensils with ease.	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives

Fine Motor Components	Young Infants (Birth to 8 months)	Older Infants (8 to 18 months)	Younger Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)	Preschool (34 to 48 months)	Preschool (36 to 60 months)
						during play, and use a variety of writing instruments in a conventional manner).

## Physical Health & Well-Being

### Physical Health and Well-Being Continuum

Physical Health & Well-Being Components	Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Younger Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)	Preschool (34 to 48 months)	Preschool (36 to 60 months)
<b>Shows characteristics of healthy development</b>	Grows proportionally according to height and weight growth charts.	Shows growth in height and weight typical for age according to growth charts.	Participates in healthy care routines, such as using tissues to wipe nose, washing and drying hands and holding a tooth brush.	Pulls at pants or gives other signs of needing to use the toilet.	Identifies and discusses food that keep the body healthy.	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth and dress appropriately for the weather.
<b>Responds when physical needs are met</b>	Coos, smiles or plays with caregiver after being fed or after getting a dry diaper.	Plays happily with toys after a nap or a snack.	Points at, says name or uses sign language for what he/she wants to eat or drink, such as “apple” or “milk.”	Holds hands under water to be washed and later wants to wash own hands.	Participates in experiences related to healthy food choices.	Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils.

Physical Health & Well-Being Components	Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Younger Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)	Preschool (34 to 48 months)	Preschool (36 to 60 months)
<b>Expresses physical needs non-verbally or verbally</b>	Cries when hungry and quiets down when picked up for breastfeeding or when sees caregiver with bottle.	Cooperates when getting physical needs met, such as getting his/her diaper changed, notes wiped or teeth brushed.	Active participant in getting physical needs met, such as getting his/her diaper changed, notes wiped or teeth brushed.	Pours own milk from small pitcher to cup.	Uses hands, fingers and wrists to manipulate objects.	Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils.
<b>Participates in physical care routines</b>	Lifts arms when getting shirt put on or off.	Feeds self some finger foods while sitting.	Shakes head or says, “Yes” or “No” when asked if he/she is “All done?”	Picks up toys after playing or when hears “Clean Up” song.	Uses crayons to write letters, numbers, and to draw pictures.	Demonstrate the safe and appropriate use and care of art materials and tools.
<b>Begins to develop self-help skills</b>	Places hands on bottle while being fed by caregiver	Splashes water on self and plays in the water during bath time.	Uses a spoon to feed self or drinks from a glass or cup	Climbs into car seat when asked and cooperates in getting buckled in.	Develops awareness of classroom schedule and learning centers.	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.)
<b>Begins to understand safe</b>	Startles or cries when hears	Responds to “Hot” or “No” and begins to not	Accepts other suggestions or redirection for	Walks with adult, holding adult’s hand	Develops awareness of safe practices in	Use safe practices indoors and outdoors (e.g.,

Physical Health & Well-Being Components	Young Infants (Birth to 9 months)	Older Infants (8 to 18 months)	Younger Toddlers (16 to 26 months)	Older Toddlers (24 to 36 months)	Preschool (34 to 48 months)	Preschool (36 to 60 months)
<b>and unsafe behaviors</b>	sudden loud noises.	touch things when told not to.	unsafe behaviors or situations.	before crossing the street.	home and school settings.	wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used.

# Supporting the Developmental Process of Physical Health and Well – Being

## Supporting infants in Physical Health and Well-Being, caregivers can.....

- Support families in arranging regular health and developmental exams, including vision and hearing screenings, with health provider.
- Provide nutritious foods that contribute to baby’s physical growth and development.

## Supporting older infants in Physical Health and Well-Being, caregivers can.....

- Talk about what baby is seeing hearing and doing or what caregiver is doing with him/her.
- Help baby learn safe behaviors around stoves or other hot objects by saying “Hot” or “No” in a firm voice and redirecting baby’s attention to other things.

## Supporting young toddlers in Physical Health and Well-Being, caregivers can.....

- Prepare the environment and establish routines to allow toddler to begin to take care of some of his/her own physical needs.
- Provide opportunities for toddler to develop and use self-help skills, such as feeding and dressing himself/herself.

## Supporting older toddlers in Physical Health and Well-Being, caregivers can.....

- Provide a toothbrush and toothpaste and teach toddler about brushing teeth.
- Use child-size serving utensils, such as a small pitcher so toddler can pour own milk.

## Supporting pre-kindergartners in Physical Health and Well-Being, caregivers can.....

- Ensure that chemicals, medications, and other hazardous materials are appropriately stored and locked away from children.
- Model appropriate hand-washing and supervise children’s hand-washing (e.g., before and after meals, after toileting, after blowing their noses, after messy play).

# Supporting the Developmental Process of Gross Motor

## Supporting infants in Gross Motor Development...

- Always place baby on back for sleeping safely.
- During play when baby is awake, sometimes place baby on his/her back and other times on his/her stomach to provide broader views and encourage use of legs, arms and hands.

## Supporting older infants in Gross Motor Development....

- Provide close supervision as baby learns to move and explore his/her environment, especially places, such as stairways and doorways.
- Observe and record when baby is able to sit alone, crawl, pull self up, stand holding on to furniture, stand alone and walk alone.

## Supporting young toddlers in Gross Motor Development.....

- Provide space and opportunities both inside and outside for toddler to walk, run, jump and climb.
- Provide toys, such as a wagon or cart, to allow toddler to develop pushing and pulling skills.

## Supporting older toddlers in Gross Motor Development.....

- Play large motor games that require coordination of words, movements and actions, such as “Hide and Seek” or “Ring around the Rosy.”
- Provide riding toys so toddler can learn to pedal and use other motor skills.

## Supporting pre-kindergartners in Gross Motor Development.....

- Guide and support children in the development of gross motor skills (e.g., starting, stopping, turning, leaping, marching).
- Facilitate activities that promote specific movement skills (e.g., crawling through a play tunnel, moving around the classroom without bumping into one another, jumping from a block and landing securely on two feet).

# Supporting the Developmental Process of Fine Motor Development

## Supporting young infants in Fine Motor Development.....

- Provide opportunities for baby to practice reaching, grasping, releasing and grasping again various small objects and toys.
- Prepare a safe environment and remove things that are so small that they could be a choking hazard.

## Supporting older infants in Fine Motor Development.....

- Provide toys that encourage movement and action with arms and hands, such as toys and wheels for baby to push and pull.
- Provide opportunities for play with toys, such as nesting cups, containers, blocks, simple puzzles, stacking rings, shapes and shape sorters.

## Supporting young toddlers in Fine Motor Development.....

- Provide toys and materials that offer practice for fine motor skills and eye-hand coordination, such as puzzles, pegs and pegboards, block, construction toys, beads to string and lacing cards.
- Provide toddler opportunities for sensory experiences using sand or water with toys, such as shovels and buckets, cups, spoons, pitchers and other containers.

## Supporting older toddlers in Fine Motor Development.....

- Encourage toddler to hold spoon or fork with fingers and to grasp a glass or a cup with hand for drinking.
- Introduce easel painting with a paint brush with a large handle as well as using paper, paint and brushes at the table.

## Supporting pre-kindergartners in Fine Motor Development.....

- Provide classroom learning centers stocked with a wide variety of materials that promote fine motor skills (e.g., puzzles, pegs and peg boards, zippers, snaps, buttons, clay)
- Plan individual and small-group activities and materials that promote the development of gross-and fine-motor skills (e.g., movement games, dancing, and outdoor play; large tongs for picking up and sorting items; tools for working with clay; cutting materials with a wide range of resistance for cutting such items as tissue paper, wall paper, fabric, and cardboard.

## Domain V: Physical and Motor Development

### Component: Gross Motor Development

**Definition:** Body movements and skills that involve the arms and legs or the whole body.

Component: Gross Motor Development	Component: Gross Motor Development
Birth to Three Early Learning Standards	Preschool Teaching and Learning Standards
To develop physical and motor skills and improve health and well-being.	<ul style="list-style-type: none"> <li>• Standard 1: Visual and Performing Arts</li> <li>• Standard 2: Health, Safety, and Physical Education</li> <li>• Standard 8: Technology</li> </ul>
Moves body, arms and legs with coordination.	<p><b>Visual and Performing Arts Standard</b></p> <p>1.1.1 Move the body in a variety of ways with and without music.</p>
Demonstrates large muscles balance stability, control and coordination.	<p><b>Visual and Performing Arts Standard</b></p> <p>1.1.4 Define and maintain personal space, concentration and focus during creative movement/ dance performances.</p> <p><b>Health, Safety, And Physical Education Standard</b></p> <p>2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).</p>
Develops increasing ability to change positions and move body from place to place.	<p><b>Visual and Performing Arts Standards</b></p> <ul style="list-style-type: none"> <li>• 1.1.3 Participate in simple sequences of movements.</li> <li>• 1.1.2 Respond to changes in tempo and a variety of rhythms through body movements.</li> </ul>
Moves body with purpose to achieve a goal.	<p><b>Visual and Performing Arts Standard</b></p> <ul style="list-style-type: none"> <li>• 1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and or props from different cultures and genres.</li> </ul>

## Component: Fine Motor Development

**Definition:** Physical movements and skills that involve the feet, hands and fingers.

Component: Fine Motor Development	Component: Fine Motor Development
Birth to Three Early Learning Standards	Preschool Teaching and Learning Standards
Uses hands or feet to manipulate objects and make contact with people.	<p style="text-align: center; background-color: #c0c0c0; margin: 0;"><b>Technology Standard</b></p> <p>8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).</p>
Develops small muscle control and coordination.	<p style="text-align: center; background-color: #c0c0c0; margin: 0;"><b>Visual and Performing Art Standards</b></p> <ul style="list-style-type: none"> <li>1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.</li> <li>1.4.4 Demonstrate a growing ability to represent experiences, thoughts and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.</li> <li>1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.</li> </ul>
Demonstrates integration of the senses.	<p style="text-align: center; background-color: #c0c0c0; margin: 0;"><b>Technology Standard</b></p> <p>8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.</p>
Uses different actions on objects.	<p style="text-align: center; background-color: #c0c0c0; margin: 0;"><b>Health, Safety, And Physical Education Standard</b></p> <ul style="list-style-type: none"> <li>2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).</li> </ul> <p style="text-align: center; background-color: #c0c0c0; margin: 10px 0;"><b>Technology Standard</b></p> <ul style="list-style-type: none"> <li>8.2.6 Use a digital camera to take a picture.</li> </ul>

Component: Fine Motor Development	Component: Fine Motor Development
Birth to Three Early Learning Standards	Preschool Teaching and Learning Standards
Controls small muscles in hands when doing simple tasks.	<p data-bbox="682 394 1942 427" style="text-align: center;"><b>Health, Safety, And Physical Education Standard</b></p> <ul data-bbox="638 435 1902 540" style="list-style-type: none"> <li>• 2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional manner).</li> </ul> <p data-bbox="682 548 1942 581" style="text-align: center;"><b>Technology Standards</b></p> <ul data-bbox="638 589 1934 857" style="list-style-type: none"> <li>• 8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.</li> <li>• 8.2.2 Access materials on a disk, cassette take, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”</li> <li>• 8.2.3 Turn smart toys on and/or off.</li> <li>• 8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures, letters/words.</li> </ul>

## Component: Physical Health and Well-Being

**Definition:** Physical growth and basic health needs, contributing to positive feelings and attitudes.

Component: Physical Health and Well-Being	Component: Physical Health and Well-Being
Birth to Three Early Learning Standards	Preschool Teaching and Learning Standards
Shows characteristics of healthy development.	<p data-bbox="682 1308 1942 1341" style="text-align: center;"><b>Health, Safety, And Physical Education Standards</b></p> <ul data-bbox="682 1349 1902 1417" style="list-style-type: none"> <li>2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</li> </ul>

<b>Component: Physical Health and Well-Being</b>	<b>Component: Physical Health and Well-Being</b>
<b>Birth to Three Early Learning Standards</b>	<b>Preschool Teaching and Learning Standards</b>
Responds when physical needs are met.	<p align="center"><b>Health, Safety, And Physical Education Standard</b></p> <p>2.4 Children develop competence and confidence in activities that require gross and fine motor skills.</p>
Expresses physical needs non-verbally or verbally.	<p align="center"><b>Health, Safety, And Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>• 2.1 Children develop self-help and personal hygiene skills.</li> <li>• 2.2 Children begin to develop the knowledge and skills necessary to make nutritious food choices.</li> </ul>
Participates in physical care routines.	<p align="center"><b>Health, Safety, And Physical Education Standard</b></p> <p>2.1.1 Develop an awareness of healthy habits (e.g. use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</p>
Begins to develop self-help skills.	<p align="center"><b>Health, Safety, And Physical Education Standard</b></p> <p>2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving and using utensils and when dressing and brushing teeth).</p>
Begins to understand safe and unsafe behaviors.	<p align="center"><b>Visual and Performing Arts Standard</b></p> <ul style="list-style-type: none"> <li>• 1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.</li> </ul> <p align="center"><b>Health, Safety, And Physical Education Standards</b></p> <ul style="list-style-type: none"> <li>• 2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</li> <li>• 2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</li> <li>• 2.3.3 Identify community helpers who assist in maintaining a safe environment.</li> <li>• 2.3.4 Know how to dial 911 for help.</li> </ul>