

# IOWA EARLY LEARNING STANDARDS

4<sup>th</sup> Edition



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# Introduction

## Defining the Iowa Early Learning Standards

The first Iowa Early Learning Standards (IELS) were developed and formally adopted in 2006. The IELS were updated through the work of revision teams and adopted in 2012, 2018 and 2026. Through four editions, Iowa's early childhood professionals and stakeholders contributed to the development of standards aligning with current research related to child development and best practice in instructional design.

There are approximately 2,000 days from when a child is born until they enter kindergarten. Nearly 90% of brain growth occurs during the first 2,000 days, making this time period one of the most critical for learning. Everyday experiences impact all areas of a child's development.

The IELS guide adults' understanding of the knowledge and skills children develop over time before entering kindergarten. The IELS provides a framework for Iowa's early childhood providers to make informed decisions about early care and education. The learning standards emphasize developmentally appropriate processes, content and outcomes and are intended to inform high-quality, evidence-based teaching and assessment practices.

### The IELS are designed to:

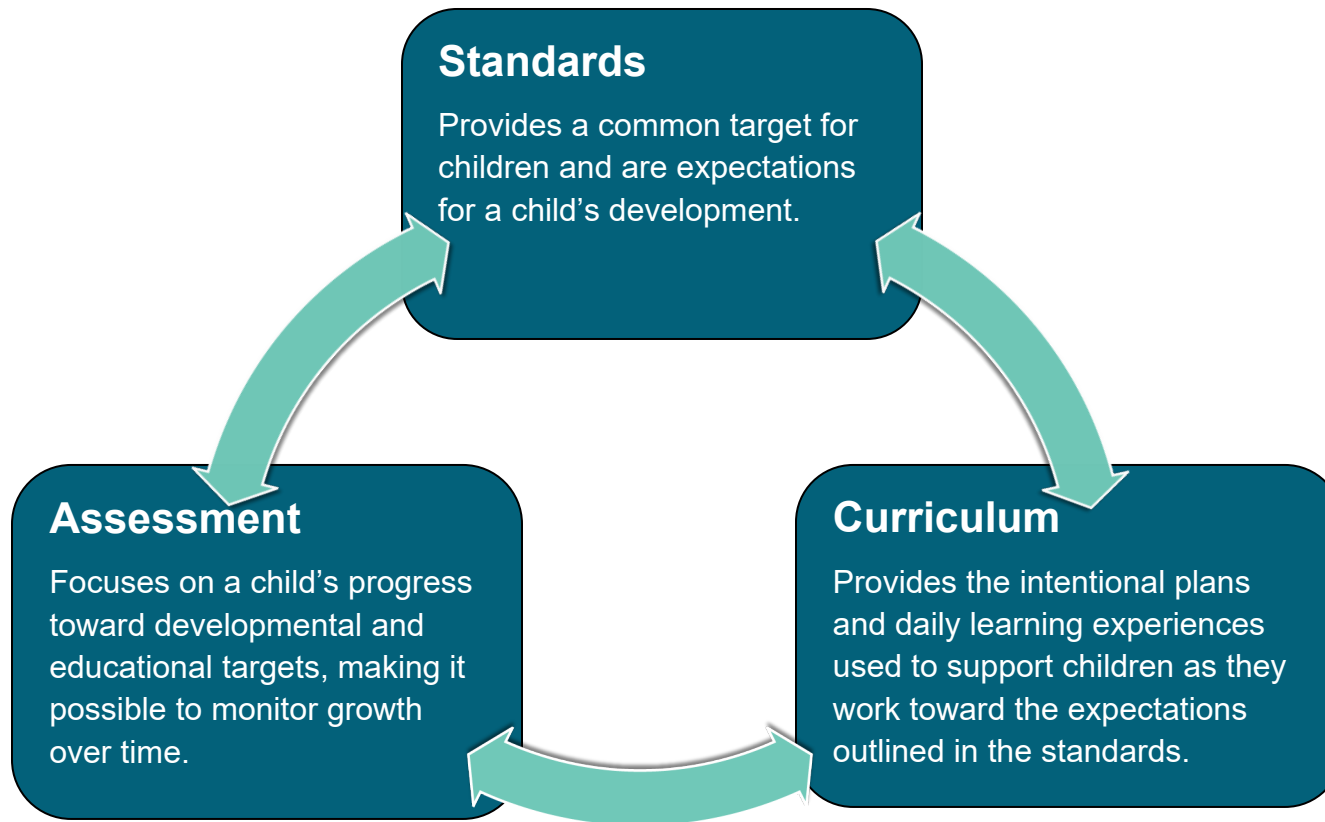
- Support families, professionals and community leaders in understanding young children's learning and development.
- Guide learning and evaluation decisions by early childhood professionals in all public and private early care education settings.
- Align expectations related to child development for all adults across all settings.
- Inform policy development to improve organizational and professional development systems.

### The IELS are not intended to:

- Be used as a checklist or assessment tool to evaluate children.
- Label, sort, or diagnose children.
- Exclude children from infant/toddler programs, preschools, kindergarten or any early childhood program for which they are otherwise eligible.
- Evaluate teachers or caregivers.
- Serve as a measure for program funding.

Early learning standards support the intentional design of developmentally appropriate environments and learning experiences to foster a child's growth across all domains of development. In Iowa, these standards are designed to guide program decisions related to curriculum and instructional material selection. Because the standards clearly describe what young children should know and be able to do, they also provide a shared language which supports communication and partnership with families.

Standards, curriculum and assessment each play an important and complementary role in early learning.



Together, standards, curriculum and assessment work in alignment to support early childhood providers in understanding a child's developmental expectations, planning meaningful learning experiences and monitoring children's growth over time.

## Intended Audience

The Iowa Early Learning Standards (IELS) are intended for all individuals invested in the well-being of young children. This includes families, caregivers, child care providers, family support, health care professionals, teachers, program administrators and others who care for or work with children from birth through the age of five.

Play, discovery, communication and relationships in the first five years of life establish the essential foundation for lifelong learning and development. When children are provided rich opportunities for play, developmentally appropriate experiences and nurturing relationships within their families and early care education settings, they enter school better prepared to learn and establish positive relationships with others.

The following nine statements reflect an extensive research base outlining foundational knowledge for all adults who support a child's development:

- All areas of development and learning are important.
- Children learn in a variety of ways.
- Early experiences have profound effects on brain development.
- Children develop best when they have secure and positive relationships.
- Balanced nutrition, adequate sleep and physical activity help children grow.
- Children are influenced by everyday experiences in their home and community.
- Play is learning.
- Exposure to academic concepts (literacy, mathematics, science, social studies) serves as a precursor to future learning and success.
- Typically, learning and development occur in a specific order, but at differing rates.

The IELS represent these nine foundational statements through a framework of developmental and content areas. They serve as best practice to support and enhance children's learning and development in quality early childhood environments. Learning standards also provide a structure for early childhood providers to make informed decisions for content and topics in order to shape the care and education of Iowa's youngest learners. The use of the IELS is a requirement in many early childhood settings, specifically state and federally funded programs.

# Overview

## Organization of Iowa Early Learning Standards

The Iowa Early Learning Standards (IELS) are organized by areas, standards and benchmarks:

- **Areas** reflect the domain of growth and development for young children and provide a strong foundation for the whole child. The IELS areas are designed to connect to one another and integrate the developmental progression of the whole child representative of the needs and capabilities of infants, toddlers, and preschool-age children through the age of five.
- **Standards** provide a common target. They are the expectation of what an infant, toddler or preschool-age child through the age of five should demonstrate (know, understand and be able to do) at a specific stage in development. Standards are designed as a progression of skills across age ranges and are interrelated within each area.
- **Benchmarks** define the skills and behaviors an infant, toddler or preschool-age child through the age of 5 develops which demonstrate the standard. **\*\*It is important to note**, IELS benchmarks may not be fully inclusive of a child's development. When necessary, additional resources should be utilized to gain a more complete understanding of developmental progressions for children from birth through age five.
- **Subcomponents** refine the skills or behaviors of a benchmark. Subcomponents are not examples but represent discrete measurable skills.

Further rationale, examples and adult supports can be found on the Iowa Department of Education's [Early Childhood Standards webpage](#).

- Rationale - description of the standard and supporting research
- Examples - suggestions on how children practice and/or demonstrate the identified benchmarks
- Adult supports - recommendations of how adults of various roles can contribute and support learning and development for infants, toddlers and preschool age children

# How to Read the Iowa Early Learning Standards

Each standard will be signified by the area it belongs to and the standard number.

This example signifies it appears in area 1 and is the fourth **standard** in the area.



## Area 1: Emotional Well-being and Relationship Development

### Standard 4: Forms positive peer relationships

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<p>A. Notices, imitates and responds to emotions displayed by peers</p> <p>B. Shows recognition of others through actions</p> <p>C. Explores, responds and initiates back and forth interactions with peers, supported by familiar adults</p>	<p>D. Begins to show and notice empathy by responding with concern in interactions with peers</p> <p>E. Simple turn-taking begins with imitation and shared playful experiences with a familiar adult</p> <p>F. Interacts and responds to a few children on a regular basis</p> <p>G. Engages briefly in simple interactions with another child</p> <p>H. Imitates actions of peers</p>	<p>I. Begins to label emotions in others</p> <p>J. Begins to express empathy and concern with words or actions with adult support</p> <p>K. Plays near or side by side with peers</p> <p>L. Begins to recognize peers by name</p> <p>M. Begins to join in play with others including turn-taking, supported by familiar adults</p>	<p>N. Expresses empathy to peers by showing caring behaviors</p> <p>O. Begins to show preferences when playing with peers</p> <p>P. Begins to engage in interactions and play with other peers without adult support</p> <p>Q. Identifies a few peers by name</p> <p>R. Refines ability to take turns</p> <p>S. Begins to recognize and describe social problems</p> <p>T. Accepts solutions to conflicts with adult guidance and support</p>	<p>U. Expresses empathy for others and tries to help with an increased range of more complex actions</p> <p>V. Sustains positive interactions with one to two preferred peers</p> <p>W. Negotiates with others to resolve disagreements with or without prompting from adults:                     <ul style="list-style-type: none"> <li>a. Turn taking</li> <li>b. Social problems</li> </ul> </p> <p>X. Engages in sustained periods of cooperative play including strategies to join groups</p> <p>Y. Identifies friends by names</p>

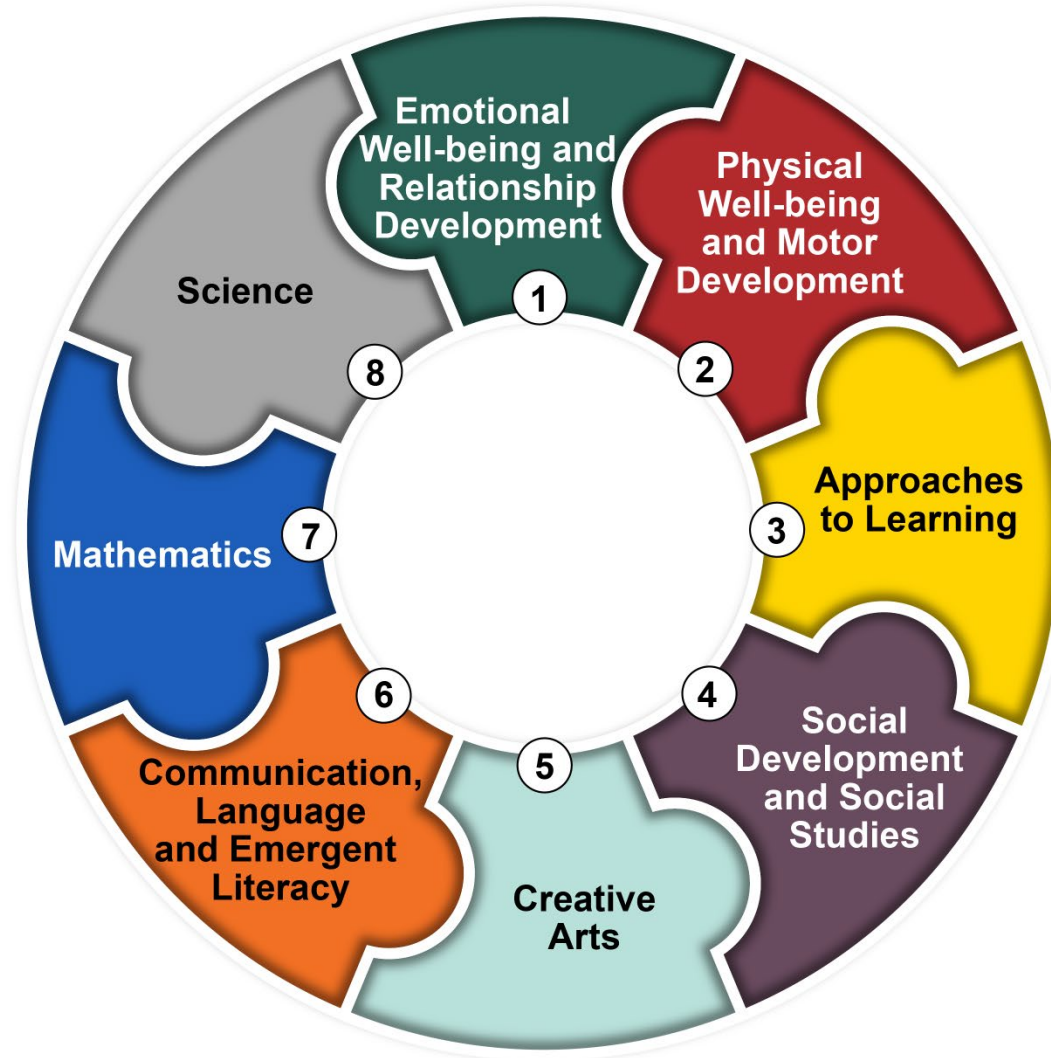
**Benchmarks** for each standard are organized by capital letters. This example signifies it is in area 1, standard 4, benchmark A or 1.4.A

Each standard is guided by benchmarks of a **developmental progression** and color coded by area for easy visual reference.

The lowercase letters within benchmarks are **subcomponents**.

# Color Coding of the Iowa Early Learning Standards

The areas of the Iowa Early Learning Standards (IELS) are color-coded to allow for quick identification and visual reference of the standards. The numerical sequence of the IELS does not represent an order of importance but instead reflects typical brain development.



# Iowa Early Learning Standards at a Glance

Area	Standards
<b>Area 1: Emotional Well-being and Relationship Development</b>	<ol style="list-style-type: none"> <li>1. Responds to and engages with familiar adults</li> <li>2. Demonstrates a sense of self-awareness</li> <li>3. Demonstrates awareness of their emotions and behaviors and expresses them in developmentally appropriate ways</li> <li>4. Forms positive peer relationships</li> </ol>
<b>Area 2: Physical Well-being and Motor Development</b>	<ol style="list-style-type: none"> <li>1. Participates in practices that promote health, safety and nutrition</li> <li>2. Develops large motor skills</li> <li>3. Develops small motor skills</li> </ol>
<b>Area 3: Approaches to Learning</b>	<ol style="list-style-type: none"> <li>1. Demonstrates curiosity and initiative</li> <li>2. Participates through engagement and persistence</li> <li>3. Demonstrates cognitive flexibility and problem-solving skills</li> </ol>
<b>Area 4: Social Development and Social Studies</b>	<ol style="list-style-type: none"> <li>1. Demonstrates connections to family and community</li> <li>2. Demonstrates awareness of how people relate to the environment in which they live</li> <li>3. Demonstrates an awareness of past events and how those events relate to one's self, family and community</li> </ol>
<b>Area 5: Creative Arts</b>	<ol style="list-style-type: none"> <li>1. Participates in a variety of art-related experiences</li> <li>2. Participates in a variety of rhythm, music and movement experiences</li> <li>3. Engages in a variety of dramatic play experiences</li> </ol>
<b>Area 6: Communication, Language and Emergent Literacy</b>	<ol style="list-style-type: none"> <li>1. Understands, processes and comprehends language (receptive vocabulary)</li> <li>2. Participates in communication exchanges with others (expressive vocabulary)</li> <li>3. Engages in emergent reading experiences</li> <li>4. Develops phonological sensitivity and awareness</li> <li>5. Develops print knowledge and emergent writing skills</li> </ol>
<b>Area 7: Mathematics</b>	<ol style="list-style-type: none"> <li>1. Demonstrates an understanding of spatial relationships and shapes</li> <li>2. Develops an understanding of number sense (counting, numbers and quantity)</li> <li>3. Develops the ability to recognize and understand patterns</li> <li>4. Develops an understanding of measurement</li> <li>5. Develops an understanding of foundational skills for data analysis</li> </ol>
<b>Area 8: Science</b>	<ol style="list-style-type: none"> <li>1. Gathers information from discoveries and conducts investigations</li> <li>2. Uses reasoning to make sense of information from discoveries and investigations</li> <li>3. Shares information and understanding about discoveries and investigations</li> </ol>



# Area 1: Emotional Well-being and Relationship Development

## Standard 1: Responds to and engages with familiar adults

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<p>A. Develops expectations of consistent, positive interactions through secure relationships with familiar adults</p> <p>B. Distinguishes between familiar and unfamiliar adults</p> <p>C. Accepts and initiates contact, comfort and assistance from familiar adults</p> <p>D. Explores the environment, checking back with familiar adults periodically for security</p> <p>E. Shows discomfort at separation from familiar adults</p>	<p>F. Engages and initiates in shared playful experiences with a familiar adult</p> <p>G. Prefers primary caregiver and may experience intense feelings when separating or reuniting with them</p> <p>H. Feels comfortable in a variety of places with familiar adults</p> <p>I. Seeks help from adults in unfamiliar situation</p>	<p>J. Initiates and responds to social interaction displaying trust by expressing affection toward preferred adults</p> <p>K. Manages separations from familiar adults with decreasing amounts of stress</p>	<p>L. Initiates more complex interactions with familiar adults</p> <p>M. Responds to familiar adult requests and directions with adult assistance or prompting</p> <p>N. Begins accepting guidance, comfort and directions from familiar adults to a broader range of adults</p>	<p>O. Engages in extended reciprocal interactions with adults</p> <p>P. Accepts guidance, comfort and directions from a range of adults in a variety of environments</p> <p>Q. Responds to adult requests and directions, may need assistance or prompting</p>



# Area 1: Emotional Well-being and Relationship Development

## Standard 2: Demonstrates a sense of self-awareness

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<p>A. Develops awareness of self within their environment:</p> <ul style="list-style-type: none"> <li>a. Touch stimuli</li> <li>b. Reflex response of rooting, startling, stroking and grasping</li> </ul> <p>B. Expresses reaction through facial expressions, sounds and gestures</p> <p>C. Moves and makes sounds to get or keep the attention of others</p> <p>D. Responds to name by familiar adult</p> <p>E. Shows awareness of their own body as a part of their environment</p> <p>F. Differentiates between seeing themselves and mimicking others actions</p> <p>G. Shows awareness of familiar routines through responsive behaviors</p> <p>H. Imitates actions of others</p> <p>I. Shows preference for toys and experiences</p>	<p>J. Understands some features and qualities of self and others</p> <p>K. Consciously imitates others to engage in playful interactions</p> <p>L. Begins to portray roles and relationships with a familiar adult</p> <p>M. Tests limits and boundaries</p> <p>N. Begins to finish tasks making their own decisions (autonomy)</p>	<p>O. Responds to name when asked</p> <p>P. Shows independence from familiar adults</p> <p>Q. Recognizes own feelings, needs, features, qualities and preferences as different from others</p> <p>R. Works to gain positive responses from familiar adults</p> <p>S. Seeks assistance from familiar adults in new or difficult tasks or situations</p> <p>T. Imitates another child or adult's play or behavior</p> <p>U. Begins to understand things belong to them</p>	<p>V. Shows growing independence in a range of activities, routines and tasks</p> <p>W. Begins to understand how others perceive them</p> <p>X. Begins to seek approval from others</p> <p>Y. Begins to imitate social behaviors and shared interests</p> <p>Z. Expresses positive sense of self in terms of specific abilities</p>	<p>AA. Displays independence and confidence in making choices of wants and needs</p> <p>BB. Begins to understand how own actions relate to how others perceive them</p> <p>CC. Imitates social behaviors and shared interests by participating in cooperative and social play</p>



# Area 1: Emotional Well-being and Relationship Development

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

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<ul style="list-style-type: none"> <li>A. Expresses a variety of emotions to seek a response from a familiar adult</li> <li>B. Uses signals to meet needs:               <ul style="list-style-type: none"> <li>a. Crying</li> <li>b. Body language</li> <li>c. Inability to soothe</li> </ul> </li> <li>C. Calms with soothing from a familiar adult</li> <li>D. Develops distinct preferences for self-soothing and comforting</li> <li>E. Participates in routines with familiar adults</li> </ul>	<ul style="list-style-type: none"> <li>F. Seeks emotional security and support through close proximity to familiar adults</li> <li>G. Responds to others' emotions by sharing an emotional reaction</li> <li>H. Tolerates brief delays in having needs met</li> <li>I. Initiates steps of social routines with familiar adults</li> </ul>	<ul style="list-style-type: none"> <li>J. Shows awareness of own emotions through verbal and nonverbal expression</li> <li>K. Waits briefly to obtain a preferred item</li> <li>L. Develops an understanding of routines and expectations. May require reminders or assistance from adults</li> <li>M. Follows simple routines and expectations in a variety of settings</li> <li>N. Shows an increasing ability to manage actions, emotions and emotional expressions. May need guidance from familiar adults in a safe and consistent environment</li> <li>O. Shows an increasing range and variety of emotions with the shift between emotions becoming smoother</li> </ul>	<ul style="list-style-type: none"> <li>P. Begins labeling basic feelings and emotions</li> <li>Q. Begins to develop patience based on refined ability to take turns</li> <li>R. Begins to manage emotions independently. May need adult support to co-regulate big emotions</li> <li>S. Manages transitions and changes to routines</li> </ul>	<ul style="list-style-type: none"> <li>T. Expresses a broad range of emotions and begins to notice more complex emotions in self</li> <li>U. Labels emotions, needs, opinions and desires through preferred communication methods</li> <li>V. Demonstrates coping and self-regulation skills to manage a variety of emotions with increasing independence</li> <li>W. Shows an increasing ability to understand and accept the connection between their actions and positive or negative consequences</li> <li>X. Shows increasing understanding of changing expectations and emotional expression in different settings</li> </ul>



# Area 1: Emotional Well-being and Relationship Development

## Standard 4: Forms positive peer relationships

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<ul style="list-style-type: none"> <li>A. Notices, imitates and responds to emotions displayed by peers</li> <li>B. Shows recognition of others through actions</li> <li>C. Explores, responds and initiates back and forth interactions with peers, supported by familiar adults</li> </ul>	<ul style="list-style-type: none"> <li>D. Begins to show and notice empathy by responding with concern in interactions with peers</li> <li>E. Simple turn-taking begins with imitation and shared playful experiences with a familiar adult</li> <li>F. Interacts and responds to a few children on a regular basis</li> <li>G. Engages briefly in simple interactions with another child</li> <li>H. Imitates actions of peers</li> </ul>	<ul style="list-style-type: none"> <li>I. Begins to label emotions in others</li> <li>J. Begins to express empathy and concern with words or actions with adult support</li> <li>K. Plays near or side by side with peers</li> <li>L. Begins to recognize peers by name</li> <li>M. Begins to join in play with others including turn-taking, supported by familiar adults</li> </ul>	<ul style="list-style-type: none"> <li>N. Expresses empathy to peers by showing caring behaviors</li> <li>O. Begins to show preferences when playing with peers</li> <li>P. Begins to engage in interactions and play with other peers without adult support</li> <li>Q. Identifies a few peers by name</li> <li>R. Refines ability to take turns</li> <li>S. Begins to recognize and describe social problems</li> <li>T. Accepts solutions to conflicts with adult guidance and support</li> </ul>	<ul style="list-style-type: none"> <li>U. Expresses empathy for others and tries to help with an increased range of more complex actions</li> <li>V. Sustains positive interactions with one to two preferred peers</li> <li>W. Negotiates with others to resolve disagreements with or without prompting from adults:               <ul style="list-style-type: none"> <li>a. Turn taking</li> <li>b. Social problems</li> </ul> </li> <li>X. Engages in sustained periods of cooperative play including strategies to join groups</li> <li>Y. Identifies friends by names</li> </ul>



## Area 2: Physical Well-being and Motor Development

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

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<ul style="list-style-type: none"> <li>A. Responds to care and play routines</li> <li>B. Establishes healthy eating and sleeping patterns with the assistance of an adult</li> <li>C. Consumes breastmilk or formula, progressing to solid foods and drinking from a cup</li> <li>D. Shows a willingness to try new foods and engages in food exploration</li> </ul>	<ul style="list-style-type: none"> <li>E. Participates in healthy self-care routines, with adult support</li> <li>F. Demonstrates a balance of rest and physical activity with adult support</li> <li>G. Advances self-feeding skills by exploring and practicing with eating and drinking utensils</li> <li>H. Participates in safe behaviors in the environment with adult support</li> </ul>	<ul style="list-style-type: none"> <li>I. Demonstrates healthy self-care routines, with increasing independence</li> <li>J. Demonstrates a balance of rest and physical activity with less adult support</li> <li>K. Uses eating and drinking utensils with more control</li> <li>L. Participates in safe behaviors in the environment with less adult support</li> </ul>	<ul style="list-style-type: none"> <li>M. Participates in healthy self-care routines</li> <li>N. Begins to recognize and identify healthy foods</li> <li>O. Advances self-feeding skills to independently feed self with eating and drinking utensils</li> <li>P. Demonstrates safe behaviors in the environment</li> <li>Q. Demonstrates increasing independence with balancing rest and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>R. Communicates safety rules and the reasons for the rules for indoor and outdoor environments</li> <li>S. Follows healthy self care routines</li> <li>T. Serves food or pours drinks with supervision</li> <li>U. Develops appropriate balance between rest and physical activity as part of a healthy lifestyle</li> </ul>



# Area 2: Physical Well-being and Motor Development

## Standard 2: Develops large motor skills

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<p>A. Notices hands and feet, bringing to mouth, batting and touching objects</p> <p>B. Begins to use balance, strength and coordination in activities:</p> <ul style="list-style-type: none"> <li>a. Turns head from side to side</li> <li>b. Lifts head up while positioned on stomach</li> </ul> <p>C. Gains control of the head and body:</p> <ul style="list-style-type: none"> <li>a. Sits up</li> <li>b. Stands with support</li> </ul> <p>D. Begins to use control in large motor skills:</p> <ul style="list-style-type: none"> <li>a. Reaches for objects</li> <li>b. Rolls over from back to stomach and stomach to back</li> <li>c. Pushes up with straight arms while positioned on stomach</li> <li>d. Crawls forward</li> <li>e. Stands while holding on to furniture</li> <li>f. Walks while holding on to furniture-cruising</li> <li>g. Takes steps while holding adult's hand</li> </ul>	<p>E. Demonstrates increasing control in large motor skills:</p> <ul style="list-style-type: none"> <li>a. Walks independently</li> <li>b. Stoops and recovers</li> <li>c. Rolls a ball</li> <li>d. Climbs on low furniture or play equipment</li> <li>e. Crawls up stairs or walks up stairs with adult support</li> </ul>	<p>F. Demonstrates more advanced control in large motor skills:</p> <ul style="list-style-type: none"> <li>a. Runs</li> <li>b. Throws a ball</li> <li>c. Jumps with two feet off the ground</li> </ul> <p>G. Demonstrates increasing balance in activities:</p> <ul style="list-style-type: none"> <li>a. Walks up stairs placing two feet on each step</li> <li>b. Marches</li> <li>c. Moves a riding toy by using feet</li> </ul>	<p>H. Demonstrates control and balance in large motor skills using both sides of the body together - crossing midline:</p> <ul style="list-style-type: none"> <li>a. Walks with a steady gait</li> <li>b. Runs without falling</li> <li>c. Jumps forward</li> <li>d. Gallops</li> <li>e. Pedals a tricycle</li> <li>f. Walks up stairs by alternating feet</li> </ul> <p>I. Demonstrates the ability to coordinate movements with balls:</p> <ul style="list-style-type: none"> <li>a. Throws overhand</li> <li>b. Kicks a ball</li> <li>c. Catches a large ball</li> <li>d. Bounces a ball</li> </ul> <p>J. Experiments with creative movement skills</p>	<p>K. Demonstrates increasing control, coordination and balance in large motor skills using both sides of the body together - crossing midline:</p> <ul style="list-style-type: none"> <li>a. Walks a straight line</li> <li>b. Hops on one foot</li> <li>c. Steers a tricycle around objects</li> <li>d. Jumps over objects</li> <li>e. Skips</li> </ul> <p>L. Uses creative movement in a variety of settings</p>



## Area 2: Physical Well-being and Motor Development

### Standard 3: Develops small motor skills

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<p>A. Begins to develop hand-eye coordination to perform simple self-help and small motor tasks:</p> <ul style="list-style-type: none"> <li>a. Reaches for and grasps objects</li> <li>b. Transfers objects from one hand to the other</li> <li>c. Uses whole hand to pick up objects</li> <li>d. Places objects on a surface</li> <li>e. Uses one finger to point, touch or activate a toy</li> <li>f. Picks up objects with fingertips rather than the palm</li> <li>g. Bangs two objects together</li> <li>h. Puts an object into a container</li> <li>i. Picks up small objects using first finger and thumb - pincer grasp</li> </ul>	<p>B. Uses hand-eye coordination to perform simple self-help and small motor tasks:</p> <ul style="list-style-type: none"> <li>a. Turns pages in a board book</li> <li>b. Stacks 2-4 blocks</li> <li>c. Purposefully fits one object into another-nesting</li> <li>d. Participates in dressing self</li> <li>e. Removes loose clothing</li> <li>f. Grasps writing utensils with whole hand and makes marks on paper</li> </ul>	<p>C. Begins to coordinate small muscle movements to perform more complex self-help and small motor tasks:</p> <ul style="list-style-type: none"> <li>a. Uses hand to rotate objects</li> <li>b. Participates in activities that involve using both hands</li> <li>c. Strings large beads</li> <li>d. Manipulates puzzle pieces</li> <li>e. Demonstrates increasing independence with dressing and undressing</li> </ul>	<p>D. Begins to demonstrate small muscle control with complex self-help and small motor tasks using both sides of the body together - crossing midline:</p> <ul style="list-style-type: none"> <li>a. Snips with scissors</li> <li>b. Draws lines and circles</li> <li>c. Grasps writing utensil with thumb and fingers</li> <li>d. Pulls zipper up or down when started by adult</li> <li>e. Fastens and unfastens snaps and buttons with adult support</li> <li>f. Puts on coat, jacket or shirt independently</li> </ul>	<p>E. Demonstrates small muscle control with complex self-help and small motor tasks using both sides of the body together - crossing midline:</p> <ul style="list-style-type: none"> <li>a. Strings small beads</li> <li>b. Cuts shapes</li> <li>c. Draws figures with three or more body parts</li> <li>d. Attempts to zip zippers independently</li> <li>e. Fastens and unfastens some buttons</li> <li>f. Dresses or undresses self with minimal assistance</li> </ul>



# Area 3: Approaches to Learning

## Standard 1: Demonstrates curiosity and initiative

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<ul style="list-style-type: none"> <li>A. Shows interest in body and environment</li> <li>B. Utilizes senses to choose, explore and manipulate objects or toys in a variety of ways</li> <li>C. Notices and imitates gestures</li> <li>D. Repeats actions to see effects</li> <li>E. Shows interest in peers, adults, objects and events</li> <li>F. Begins to demonstrate preferences for objects and materials</li> </ul>	<ul style="list-style-type: none"> <li>G. Demonstrate learning by repeating familiar and new experiences</li> <li>H. Actively engages with or near adults, peers and materials</li> <li>I. Seeks information by using gestures, shared attention and early language to express interest</li> </ul>	<ul style="list-style-type: none"> <li>J. Intentionally chooses a variety of materials and experiences, seeking out new challenges</li> <li>K. Enjoys accomplishing simple goals</li> <li>L. Seeks information by combining gestures, shared attention and early language to express curiosity and interest</li> </ul>	<ul style="list-style-type: none"> <li>M. Participates in activities with increasing independence</li> <li>N. Demonstrates learning by practicing familiar skills in new ways to explore ideas and increase independence</li> <li>O. Demonstrates curiosity by noticing differences, expressing uncertainty and seeking information from others</li> <li>P. Asks questions about a variety of topics</li> </ul>	<ul style="list-style-type: none"> <li>Q. Uses personal interests to engage in and extend learning experiences</li> <li>R. Participates in experiences with flexibility, imagination and independence</li> <li>S. Uses background knowledge and curiosity to ask questions informing new learning</li> </ul>



## Area 3: Approaches to Learning

### Standard 2: Participates through engagement and persistence

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<p>A. Participates in shared interactions with familiar adults:</p> <ul style="list-style-type: none"> <li>a. Attends to faces, voices and movement</li> <li>b. Calms with familiar adults</li> <li>c. Briefly focuses on sights, sounds or touch</li> </ul> <p>B. Engages in experiences by attending, exploring and responding to people and materials</p> <p>C. Observes behavior of others</p>	<p>D. Participates in familiar routines</p> <p>E. Uses gestures or sounds to stay involved</p> <p>F. Imitates behaviors of others</p> <p>G. Engages in self-initiated, unstructured play with increased concentration (solo play)</p> <p>H. Moves toward preferred activities</p>	<p>I. Repeats experiences with objects, adults and peers to build knowledge and understanding</p> <p>J. Sustains attention with people, objects or experiences:</p> <ul style="list-style-type: none"> <li>a. Increases concentration and persistence in activities for longer periods</li> <li>b. Seeks adult help to remain engaged</li> <li>c. Returns to an activity after interruption</li> <li>d. Begins directing own play</li> </ul> <p>K. Plays alongside or near others (parallel play)</p>	<p>L. Participates in learning experiences with focus despite distractions</p> <p>M. Follows group expectations and directions with guidance</p> <p>N. Initiates play experiences based on interests or goals</p> <p>O. Engages in shared play with peers (associative play)</p> <p>P. Adjusts behavior to stay engaged socially</p>	<p>Q. Actively participates in learning experiences with sustained focus, independence and purpose</p> <p>R. Participates independently and collaboratively</p> <p>S. Re-engages in activities after minor distractions or a delay in time</p> <p>T. Plans and organizes play (cooperative play):</p> <ul style="list-style-type: none"> <li>a. Negotiates roles and ideas with peers</li> <li>b. Collaborates towards shared goals</li> <li>c. Seeks and provides peer support to resolve conflicts</li> </ul>



## Area 3: Approaches to Learning

### Standard 3: Demonstrates cognitive flexibility and problem-solving skills

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<ul style="list-style-type: none"> <li>A. Expresses needs through cries, facial expressions or body movements</li> <li>B. Looks to familiar adult for support when experiencing difficulty</li> <li>C. Explores through repeated actions:               <ul style="list-style-type: none"> <li>a. Repeats the same action to see what happens</li> <li>b. Stops and watches when an action causes a new result</li> <li>c. Increase intentional actions with objects or people</li> <li>d. Understands people, things and objects continue to exist even when they are out of sight (object permanence)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>D. Uses gestures or sounds to request assistance</li> <li>E. Uses trial and error to explore solutions and achieve goals:               <ul style="list-style-type: none"> <li>a. Repeats actions to achieve a desired outcome</li> <li>b. Changes actions slightly when something doesn't work</li> <li>c. Tries again after brief frustration</li> <li>d. Looks to adults for help after attempts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>F. Attempts different strategies to solve problems using trial and error:               <ul style="list-style-type: none"> <li>a. Attempts several strategies to solve a problem</li> <li>b. Uses familiar strategies first</li> <li>c. Persists briefly before seeking help</li> </ul> </li> <li>G. Recognizes difficulties:               <ul style="list-style-type: none"> <li>a. Adjusts actions as needed</li> <li>b. Seek assistance using gestures or words</li> </ul> </li> <li>H. Begins imaginative play, using objects in imaginative ways</li> </ul>	<ul style="list-style-type: none"> <li>I. Shows interest in finding possible solutions to questions, tasks or problems</li> <li>J. Demonstrates emerging flexibility by trying different approaches to solve problems:               <ul style="list-style-type: none"> <li>a. Tries alternative solutions when encouraged</li> <li>b. Adjusts approach after feedback</li> <li>c. Experiments with materials in new ways</li> </ul> </li> <li>K. Persists when faced with challenges</li> <li>L. Attempts to solve problems and accepts help when offered</li> </ul>	<ul style="list-style-type: none"> <li>M. Uses trial and error strategically to test solutions and solve problems:               <ul style="list-style-type: none"> <li>a. Selects strategies intentionally</li> <li>b. Uses previous experiences to guide attempts</li> <li>c. Tries multiple solutions, independently</li> <li>d. Reflects on what worked and why</li> <li>e. Seeks help after sustained effort</li> </ul> </li> <li>N. Recognizes and solves problems through active exploration, interactions and discussions:               <ul style="list-style-type: none"> <li>a. Shares ideas</li> <li>b. Seeks and accepts help when encountering a problem</li> </ul> </li> </ul>



# Area 4: Social Development and Social Studies

## Standard 1: Demonstrates connections to family and community

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<ul style="list-style-type: none"> <li>A. Shows awareness of familiar routines through responsive behaviors</li> <li>B. Expresses contentment being in a familiar setting or group</li> <li>C. Uses familiar adults to establish safety during exploration</li> </ul>	<ul style="list-style-type: none"> <li>D. Explores and plays freely within familiar settings</li> <li>E. Participates in familiar routines</li> </ul>	<ul style="list-style-type: none"> <li>F. Shows responsibility as a member of a family or community:               <ul style="list-style-type: none"> <li>a. Helps with preparation routines</li> <li>b. Participates in clean up routines</li> </ul> </li> <li>G. Recognizes their family as an important group to which they belong:               <ul style="list-style-type: none"> <li>a. Communicates information about family routines</li> <li>b. Identifies own family in pictures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>H. Follows familiar routines and group expectations with support</li> <li>I. Explains how communities are composed of groups of people who live, play or work together</li> <li>J. Identifies communities to which they belong:               <ul style="list-style-type: none"> <li>a. Families other than their own</li> <li>b. Community connections</li> </ul> </li> <li>K. Recognizes the roles of community helpers</li> <li>L. Understands how people work together to help others</li> <li>M. Begins to notice and respect similarities and differences in family traditions, languages and backgrounds within their community</li> </ul>	<ul style="list-style-type: none"> <li>N. Begins to express own thoughts and opinions with confidence while listening to and respecting the thoughts and opinions of others:               <ul style="list-style-type: none"> <li>a. Demonstrates preferences and choices</li> <li>b. Displays empathy and understanding that others have input and opinions</li> <li>c. Begins to identify ways of making choices with others</li> <li>d. Demonstrates understanding of an outcome of a discussion</li> </ul> </li> <li>O. Demonstrates an initial awareness of the concepts of fairness and responsibility toward family and community</li> <li>P. Recognize the reasons for rules in the home and early childhood environment and for laws in the community</li> </ul>



## Area 4: Social Development and Social Studies

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

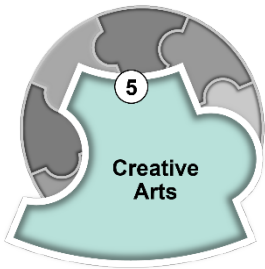
Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<p>A. Shows interest and curiosity within familiar and unfamiliar settings</p> <p>B. Explores and plays with familiar and new objects using all five senses</p> <p>C. Learns about the environment through meaningful exploration:</p> <ul style="list-style-type: none"> <li>a. Manipulates their surroundings</li> <li>b. Touches different objects in the environment</li> <li>c. Observes movement</li> </ul> <p>D. Moves toward a favorite object</p>	<p>E. Chooses and participates in familiar and unfamiliar experiences with adult support</p> <p>F. Learns about the environment through meaningful exploration:</p> <ul style="list-style-type: none"> <li>a. Points out objects in the environment</li> <li>b. Interacts with living things</li> <li>c. Plays alongside other children in nature-rich settings</li> </ul> <p>G. Seeks an object when instructed where to find it</p>	<p>H. Chooses, initiates and participates in familiar and new experiences by exploring</p> <p>I. Learns about the environment through meaningful exploration:</p> <ul style="list-style-type: none"> <li>a. Pretends with props or other environmental objects</li> <li>b. Interacts with peers in a nature-rich setting</li> </ul> <p>J. Begins to identify and use location vocabulary to describe places and physical features in the environment</p>	<p>K. Interacts with the world in less familiar settings</p> <p>L. Recognizes people share the environment with other people, animals and plants</p> <p>M. Demonstrates how people care for the environment through activities and experiences</p> <p>N. Explains where something is using specific words</p>	<p>O. Identifies features of the environment and people</p> <p>P. Recognizes a variety of jobs and how they impact the environment</p> <p>Q. Describes where something is using detailed vocabulary</p>



## Area 4: Social Development and Social Studies

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

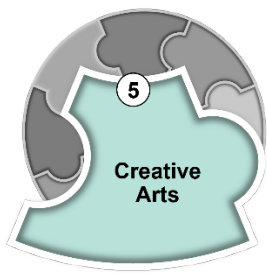
Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<p>A. Begins a rudimentary understanding of time sequences:</p> <ul style="list-style-type: none"> <li>a. Before</li> <li>b. After</li> </ul> <p>B. Demonstrates awareness and anticipation of familiar care and play routines</p> <p>C. Develops own routine</p>	<p>D. Recognizes familiar routines</p> <p>E. Acknowledges changes in the environment</p> <p>F. Focuses on understanding self and others in relation to family and community</p> <p>G. Begins to anticipate daily routines helping to build a foundational understanding of sequence and time</p>	<p>H. Begins using temporal words like "yesterday" and "tomorrow" though they often use them incorrectly to represent any past or future event</p> <p>I. Develops an awareness of time and routine concepts within their daily life</p> <p>J. Begins to recognize daily events follow a pattern</p>	<p>K. Differentiates between past, present and future</p> <p>L. Represents events and experiences that occurred in the past through words, play and art</p> <p>M. Begins to anticipate routines and time concepts within their daily life</p> <p>N. Uses language to describe time of day</p>	<p>O. Constructs meaning of the world through past events</p> <p>P. Explains how past events relate to oneself, family and community</p> <p>Q. Sequences familiar events by describing events and answering simple questions about time</p>



## Area 5: Creative Arts

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

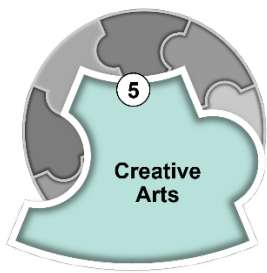
Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<ul style="list-style-type: none"> <li>A. Gazes at a visual or mirror image</li> <li>B. Manipulates and explores play materials within the environment</li> <li>C. Engages with textures, colors and the multisensory nature of art materials</li> </ul>	<ul style="list-style-type: none"> <li>D. Expresses interest in art-related experiences and media</li> <li>E. Engages in experiences that encourage creative expression</li> <li>F. Experiments with a variety of art materials</li> <li>G. Scribbles, focuses on the joy of motion rather than representation of shapes or symbols</li> </ul>	<ul style="list-style-type: none"> <li>H. Explores and uses a range of drawing and art materials to create original works</li> <li>I. Describes their own artwork</li> <li>J. Imitates drawing circular motions and simple lines; begins to 'name' scribbles after they are finished</li> </ul>	<ul style="list-style-type: none"> <li>K. Demonstrates care and persistence in art projects</li> <li>L. Connects artwork to personal experiences or surroundings</li> <li>M. Connects drawn shapes to their physical world:               <ul style="list-style-type: none"> <li>a. Names scribbles</li> <li>b. Creates simple, symbolic representations of people or objects</li> </ul> </li> <li>N. Chooses colors based on preference and not reality</li> <li>O. Begins to revise and/or expand on ideas by revisiting art projects</li> </ul>	<ul style="list-style-type: none"> <li>P. Creates two- and three-dimensional works of art while experimenting with color, line, shape, form, texture and space</li> <li>Q. Expresses ideas about own artwork and the artwork of others:               <ul style="list-style-type: none"> <li>a. Relates artwork to what is happening in the environment</li> <li>b. Relates artwork to what is happening in life experiences</li> </ul> </li> <li>R. Creates drawings:               <ul style="list-style-type: none"> <li>a. Shows clear sense of space</li> <li>b. Arranges objects in a logical, orderly fashion</li> <li>c. Draws figures with three or more body parts</li> </ul> </li> <li>S. Uses imagination with materials to create stories or works of art</li> <li>T. Plans and works cooperatively to create art projects</li> </ul>



## Area 5: Creative Arts

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

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<ul style="list-style-type: none"> <li>A. Responds to songs, tones, rhythms, voices and music</li> <li>B. Interacts with others through touch, motion and sensory exploration</li> <li>C. Imitates motion</li> <li>D. Moves and adjusts to faster/slower music</li> <li>E. Explores a variety of age-appropriate instruments and sound-making objects</li> </ul>	<ul style="list-style-type: none"> <li>F. Moves body to music</li> <li>G. Participates in simple back-and-forth interactions with another child or adult:               <ul style="list-style-type: none"> <li>a. Through touch, motion and sensory exploration</li> <li>b. Imitation</li> <li>c. Vocal imitation and filling in words (extension)</li> </ul> </li> <li>H. Experiments with a variety of age-appropriate instruments and sound-making objects:               <ul style="list-style-type: none"> <li>a. Volume</li> <li>b. Tone</li> <li>c. Characteristics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I. Chooses and participates in music and movement experiences with others</li> <li>J. Sings simple songs</li> <li>K. Participates in finger plays</li> <li>L. Recognizes rhythms and patterns throughout their day</li> </ul>	<ul style="list-style-type: none"> <li>M. Participates in a variety of musical and rhythmic experiences</li> <li>N. Participates in a variety of imaginative and/or creative musical experiences</li> <li>O. Recognizes patterns:               <ul style="list-style-type: none"> <li>a. Fills in words in songs and/or rhymes</li> <li>b. Joins in on a rhythm</li> <li>c. Repeats a simple rhythm</li> </ul> </li> <li>P. Demonstrates an awareness of music and sound as part of daily life</li> </ul>	<ul style="list-style-type: none"> <li>Q. Identifies differences in sounds:               <ul style="list-style-type: none"> <li>a. Long and short sounds (rhythm)</li> <li>b. High and low sounds (pitch)</li> <li>c. Fast and slow sounds (tempo)</li> <li>d. Differences between instruments or sounds (timbre)</li> </ul> </li> <li>R. Describes feelings and reactions in response to diverse musical genres and styles</li> <li>S. Creates own songs and movements</li> <li>T. Vocalizes and uses instruments in more complex music/songs</li> </ul>



## Area 5: Creative Arts

### Standard 3: Engages in a variety of dramatic play experiences

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<ul style="list-style-type: none"> <li>A. Imitates sounds, facial expressions, gestures or behaviors of another person</li> <li>B. Imitates actions and sounds of animals, people and objects</li> <li>C. Engages with toys that represent real objects</li> <li>D. Participates in movement games and activities</li> <li>E. Shows curiosity in books and stories</li> </ul>	<ul style="list-style-type: none"> <li>F. Uses vocal intonation in play</li> <li>G. Engages in simple whole-group dramatics</li> <li>H. Responds to favorite stories</li> <li>I. Engages in dramatic play in both indoor and outdoor environments:               <ul style="list-style-type: none"> <li>a. Imitates simple actions</li> <li>b. Engages in one-step pretend action</li> <li>c. Uses an object to represent a different item</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>J. Shows creativity and imagination when using materials:               <ul style="list-style-type: none"> <li>a. Links actions into short play routines</li> <li>b. Role-plays familiar routines from their daily life</li> <li>c. Pretends with less realistic props</li> </ul> </li> <li>K. Uses words and/or actions to portray a role, situation or setting</li> <li>L. Engages in role-play independently or next to other children</li> <li>M. Acts out simple games or stories with adult support</li> </ul>	<ul style="list-style-type: none"> <li>N. Interacts with peers in dramatic play experiences:               <ul style="list-style-type: none"> <li>a. Assumes specific, familiar roles</li> <li>b. Organizes scenarios with a simple theme</li> </ul> </li> <li>O. Uses creativity, words, actions and materials to portray a role, situation or setting</li> <li>P. Increases independence in acting out simple games or stories</li> </ul>	<ul style="list-style-type: none"> <li>Q. Interacts with peers in dramatic play experiences that become more extended and complex:               <ul style="list-style-type: none"> <li>a. Uses increased imagination and fantasy themes</li> <li>b. Uses invisible or imaginary props</li> <li>c. Negotiates roles and creates extended narratives</li> </ul> </li> <li>R. Follows simple instructions to recreate a familiar storyline</li> <li>S. Imagines and clearly describes characters, relationships and settings in dramatic play situations with other children</li> </ul>



# Area 6: Communication, Language and Emergent Literacy

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

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<ul style="list-style-type: none"> <li>A. Calms to voice of familiar adult</li> <li>B. Follows sounds with eyes</li> <li>C. Alerts to unexpected sound and changes in tone</li> <li>D. Smiles responsively</li> <li>E. Turns to locate sounds</li> <li>F. Responds to caregiver by turning, looking, reaching or vocalizing</li> <li>G. Recognizes their own name</li> <li>H. Responds to 'no'</li> <li>I. Connects verbal communication to object</li> <li>J. Understands simple, familiar words and gestures</li> </ul>	<ul style="list-style-type: none"> <li>K. Begins to demonstrate receptive language skills:               <ul style="list-style-type: none"> <li>a. Understands approximately 50+ words</li> <li>b. Points to familiar objects or body parts when asked</li> <li>c. Follows simple directions</li> </ul> </li> <li>L. Understands early prepositions like "in" or "on"</li> <li>M. Pauses briefly or stops when told "no"</li> </ul>	<ul style="list-style-type: none"> <li>N. Uses receptive language skills:               <ul style="list-style-type: none"> <li>a. Understands approximately 300+ words</li> <li>b. Follows 1-2 step directions</li> <li>c. Understands simple opposite concepts</li> <li>d. Understands simple who, what and where questions</li> </ul> </li> <li>O. Connects spoken words to pictures and objects distinguishing between words that sound similar</li> </ul>	<ul style="list-style-type: none"> <li>P. Demonstrates a rapid increase in receptive language skills:               <ul style="list-style-type: none"> <li>a. Understands approximately 1,000-3,000 words</li> <li>b. Follows 2-3 step directions</li> </ul> </li> <li>R. Demonstrates understanding of vocabulary related to:               <ul style="list-style-type: none"> <li>a. Descriptive words</li> <li>b. Spatial concepts</li> <li>c. Quantity words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>S. Demonstrates more complex receptive language skills:               <ul style="list-style-type: none"> <li>a. Understands approximately 4,200 words and expands to at least 10,000 by age of 5</li> <li>b. Follows 3-4 step directions</li> <li>c. Understands most of what is said at home and school</li> </ul> </li> <li>T. Understands comparatives (-er) and superlatives (-est)</li> <li>U. Follows directions to play a game</li> </ul>



# Area 6: Communication, Language and Emergent Literacy

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

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<p>A. Reflexive vocalization:</p> <ul style="list-style-type: none"> <li>a. Reflexive cries</li> <li>b. Whimpers</li> <li>c. Burping/coughing</li> </ul> <p>B. Cries with discomfort</p> <p>C. Laughs aloud</p> <p>D. Uses vocalizations and gestures to gain attention from others:</p> <ul style="list-style-type: none"> <li>a. Cooing</li> <li>b. Vowel sounds</li> <li>c. Babbling</li> <li>d. Repetitive syllable strings</li> <li>e. Consonant-vowel combinations</li> </ul> <p>E. Experiment with loudness, pitch, and noises</p> <p>F. Responds to simple, familiar words, gestures and phrases</p> <p>G. Says one or two words</p> <p>H. Engages in turn-taking during social and vocal play with adults and other children</p>	<p>I. Establishes joint attention by looking at an object, at their caregiver and back at the object</p> <p>J. Varies syllable sequences and jargon leading to first words</p> <p>K. Points and gestures to communicate needs and emotions</p> <p>L. Responds to and initiates communication with another person</p> <p>M. Strings two words together and can form simple phrases</p> <p>N. Answers simple questions with simple words or wordlike formations</p>	<p>O. Puts words together to form simple sentences</p> <p>P. Participates in conversations:</p> <ul style="list-style-type: none"> <li>a. Speech is understood by strangers 50% of the time</li> <li>b. Has an expressive vocabulary of approximately 1,000 words</li> <li>c. Communicates with at least two back and forth exchanges</li> </ul> <p>Q. Communicates wants and needs</p> <p>R. Uses 'me, I, we' correctly</p> <p>S. Uses action words in spoken language</p> <p>T. Explains the purpose of objects or needs</p>	<p>U. Engages in conversations using phrases and sentences of increasing length and complexity:</p> <ul style="list-style-type: none"> <li>a. Speech is understood by strangers 75% of the time</li> <li>b. Has an expressive vocabulary of approximately 1,500 words</li> <li>c. Communicates using 3-4 word sentences</li> <li>d. Uses 2-3 back and forth exchanges</li> </ul> <p>V. Uses words 'a' or 'the'</p> <p>W. Understands and uses simple location and preposition words</p> <p>X. Increasingly uses past tense, word endings and possessives</p> <p>Y. Tells a story from a book or TV show</p>	<p>Z. Demonstrates knowledge of the rules of conversations:</p> <ul style="list-style-type: none"> <li>a. Speech is understood by strangers 90-100% of the time</li> <li>b. Has an expressive vocabulary of more than 2,000 words</li> <li>c. Takes turns while speaking and listening</li> <li>d. Engages with at least three back and forth exchanges</li> <li>e. Produces longer and more complex sentences which are grammatically correct</li> </ul> <p>AA. Can tell a story that stays on topic</p> <p>BB. Participates in group discussions making comments and asking questions related to the topic</p>



# Area 6: Communication, Language and Emergent Literacy

## Standard 3: Engages in emergent reading experiences

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<p>A. Attends to songs, tones, rhythms, voices and music</p> <p>B. Explores or shows interest in books:</p> <ul style="list-style-type: none"> <li>a. Picks up</li> <li>b. Mouths</li> <li>c. Carries</li> <li>d. Flips pages</li> </ul> <p>C. Looks at pictures of familiar people, animals or objects while an adult points at and/ or names the person, animal or object</p> <p>D. Looks at the book or the reader when stories are read</p>	<p>E. Recognizes favorite book(s)</p> <p>F. Gazes at or points to pictures and turns pages in books</p> <p>G. Uses sounds, signs or words to identify actions or objects in a book</p> <p>H. Points at, gestures, says name of or talks about animals, people or objects in photos, pictures or drawings</p> <p>I. Begins to point at pictures in a book, making sounds or saying words and interacting with an adult reading a book</p>	<p>J. Asks for or brings favorite books to adults to read</p> <p>K. Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book</p> <p>L. Points to, labels and/or talks about objects, events or people within books</p> <p>M. Answers simple questions related to pictures of books</p> <p>N. Talks about books, acts out events from stories and uses some vocabulary encountered during book reading</p>	<p>O. Expresses an interest in books and attempts to read familiar books</p> <p>P. Displays book handling knowledge by turning the book right side up and turning one page at a time</p> <p>Q. Shows beginning comprehension of a story:</p> <ul style="list-style-type: none"> <li>a. Talks about or acts out a few key events with support</li> <li>b. Answers basic questions about likes, dislikes, main characters or events</li> <li>c. Makes predictions about what might happen next with modeling and support</li> </ul> <p>R. With support, may be able to tell two key events from a story or may act out a story with pictures or props</p>	<p>S. Shows increasing comprehension of a story</p> <p>T. Retells familiar stories with key events using some simple sequencing terms:</p> <ul style="list-style-type: none"> <li>a. First</li> <li>b. Then</li> <li>c. Next</li> </ul> <p>U. With support, provides basic answers to specific questions about details of a story:</p> <ul style="list-style-type: none"> <li>a. Who</li> <li>b. What</li> <li>c. When</li> <li>d. Where</li> </ul> <p>V. With support, answers inferential questions about stories and makes predictions or how/why something is happening in a particular moment</p>



# Area 6: Communication, Language and Emergent Literacy

## Standard 4: Develops phonological sensitivity and awareness

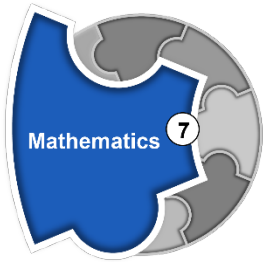
Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<ul style="list-style-type: none"> <li>A. Coos and vocalizes vowel sounds</li> <li>B. Mimics speech patterns, babbles and coos when hearing caregivers sing or speak</li> <li>C. Begins to differentiate between speech and non-speech sounds</li> </ul>	<ul style="list-style-type: none"> <li>D. Babbles long strings of sounds</li> <li>E. Responds to or engages in songs, rhyming games or finger plays with a familiar adult</li> <li>F. Mimics animal sounds and environmental noises</li> <li>G. Starts to recognize that a flow of speech is made of individual words</li> </ul>	<ul style="list-style-type: none"> <li>H. Enjoys and repeats songs, rhymes or finger plays</li> <li>I. Listens with intent and identifies sounds in their surroundings</li> <li>J. Fills in repetitive words in books after repeated readings</li> </ul>	<ul style="list-style-type: none"> <li>K. Plays with rhyme and alliteration</li> <li>L. Detects when words rhyme and start with same initial sound</li> <li>M. Imitates and/or mimics rhymes and beginning sounds</li> <li>N. Produces nonsense words and/or rhymes</li> <li>O. Begins to clap out syllables in simple words</li> </ul>	<ul style="list-style-type: none"> <li>P. Says most sounds correctly when speaking except for a few (l, s, r, v, z, ch, sh, th)</li> <li>Q. Produces the sound of some known letters</li> <li>R. Blends and/or segments word parts or syllables to identify a word, object or picture</li> <li>S. Identifies the beginning sounds in words</li> <li>T. Identifies words that begin with the same sound</li> <li>U. Identifies words that rhyme from a group of 3-4 words</li> </ul>



# Area 6: Communication, Language and Emergent Literacy

## Standard 5: Develops print knowledge and emergent writing skills

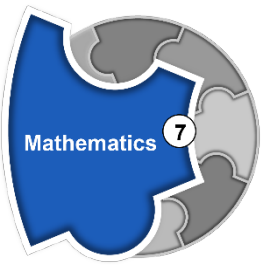
Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<p>A. Grasps and/or manipulates a variety of objects in the environment</p> <p>B. Observes adult writing behaviors</p>	<p>C. Randomly scribbles</p> <p>D. Imitates other's writing or drawing by making their own marks on paper</p>	<p>E. Develops increasingly controlled scribbles using a variety of writing tools:</p> <ul style="list-style-type: none"> <li>a. Lines</li> <li>b. Curves</li> <li>c. Repeated patterns</li> </ul> <p>F. Imitates and attempts to write</p> <p>G. Begins to understand writing and drawing can be a way of communicating</p>	<p>H. Uses scribbles, shapes, pictures, letter-like forms and/or letters in writing</p> <p>I. Understands writing serves a purpose and can describe the intended meaning of their own drawings and writing</p> <p>J. Recognizes environmental print with adult support:</p> <ul style="list-style-type: none"> <li>a. Letters are a symbol</li> <li>b. Letters can be named</li> <li>c. Letters make up words and words make up sentences</li> </ul> <p>K. Points to and names some letters, especially those in own name</p>	<p>L. Starts to write in left to right and top to bottom direction</p> <p>M. Writes in letter strings, especially using the letters in their own name</p> <p>N. Uses invented spelling with:</p> <ul style="list-style-type: none"> <li>a. Beginning sound(s)</li> <li>b. Ending sound(s)</li> <li>c. Logical sound substitution(s)</li> </ul> <p>O. Uses a combination of drawing, dictating or emergent writing to convey meaning through writing</p> <p>P. Shows an awareness of print:</p> <ul style="list-style-type: none"> <li>a. Locates print on the page</li> <li>b. Understands sentences are made of words and words are made of individual letters</li> <li>c. Follows print from left to right</li> </ul> <p>Q. Recognizes at least half upper and half lower case letters including letters in own name and letters seen frequently in the environment</p>



# Area 7: Mathematics

## Standard 1: Develops an understanding of spatial relationships and shapes

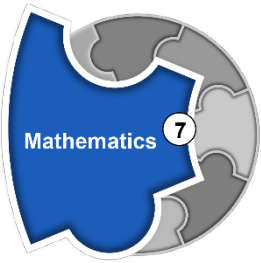
Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<p>A. Begins to reach for objects developing foundational, close-up spatial awareness</p> <p>B. Explores properties of objects by reaching for and grasping a toy or by mouthing the object</p> <p>C. Takes objects apart</p> <p>D. Fills and empties containers</p> <p>E. Rolls, crawls and cruises to navigate around obstacles and reach desired items</p>	<p>F. Takes objects apart and attempts to put them together:</p> <ul style="list-style-type: none"> <li>a. Moves and stacks shapes vertically and horizontally</li> <li>b. Experiments with how objects move</li> </ul> <p>G. Matches and sorts identical and similar objects</p> <p>H. Follows simple spatial directions related to position:</p> <ul style="list-style-type: none"> <li>a. Up and down</li> <li>b. In and out</li> <li>c. On and off</li> </ul> <p>I. Independently moves body in relation to objects in their environment</p>	<p>J. Experiments with putting shapes together and taking them apart during play</p> <p>K. Identifies at least two shapes</p> <p>L. Notices characteristics, similarities and differences among shapes</p> <p>M. Uses and follows simple spatial directions related to proximity:</p> <ul style="list-style-type: none"> <li>a. On top</li> <li>b. Under</li> <li>c. Behind</li> </ul> <p>N. Begins to sort objects by shape</p> <p>O. Demonstrates an internal mental map of space:</p> <ul style="list-style-type: none"> <li>a. Moves body predicting how things fit and move</li> <li>b. Understands relative positions</li> </ul>	<p>P. Takes shapes apart into smaller shapes during play or when using puzzles</p> <p>Q. Matches a wider variety of shapes with the same size and orientation</p> <p>R. Identifies and describes most simple shapes</p> <p>S. Begins to create shapes with various parts</p> <p>T. Begins to recognize and name common 3D shapes</p> <p>U. Demonstrates understanding of complex spatial language related to location, direction and distance</p>	<p>V. Separates shapes into parts and recombines them to make new shapes or designs</p> <p>W. Identifies and describes shapes and their attributes</p> <p>X. Uses basic shapes to build, make or represent objects</p> <p>Y. Builds structures using 3D shapes and shows how pieces fit together to make new shapes</p> <p>Z. Uses spatial language to describe where things are and how they fit together</p> <p>AA. Uses complex spatial language related to location, direction and distance</p>



# Area 7: Mathematics

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

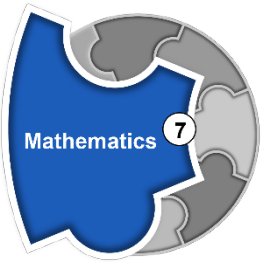
Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<ul style="list-style-type: none"> <li>A. Expresses a desire for more</li> <li>B. Notices characteristics of objects</li> <li>C. Shows awareness of combining and taking away objects</li> </ul>	<ul style="list-style-type: none"> <li>D. Makes simple comparisons between two objects (attributes)</li> <li>E. Develops an understanding of quantity by making collections</li> <li>F. Combines and takes away objects</li> <li>G. Imitates counting and naming number words without regard to sequence</li> </ul>	<ul style="list-style-type: none"> <li>H. Matches objects to other objects in games or sorting activities</li> <li>I. Groups objects into sets based on a single, shared and visible property</li> <li>J. Uses language such as more, less or same to compare quantities</li> <li>K. Uses simple counting in play and interactions, although numbers may occur out of order</li> <li>L. Recognizes small quantities (1-3) without counting them (subitizing)</li> <li>M. Begins to recognize small numbers (1-3) in their environment</li> <li>N. Develops an understanding of changes in quantity</li> </ul>	<ul style="list-style-type: none"> <li>O. Recognize and organize sets based on multiple attributes</li> <li>P. Increases ability to quickly recognize collections up to three (subitizing)</li> <li>Q. Counts up to 10 verbally (stable order principle)</li> <li>R. Points and counts up to 10 objects accurately (one to one correspondence)</li> <li>S. Understands the last number counted represents the total quantity (cardinality)</li> <li>T. Begins to recognize small numbers (1-3) in their environment.</li> <li>U. Identifies and names numerals 1-5 independently</li> <li>V. Combines and separates small groups to show understanding of concepts of addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>W. Makes sets up to five objects and answers the "how many" question with the last number counted</li> <li>X. Instantly recognizes collections up to five</li> <li>Y. Counts verbally to at least 10, progressing toward 20</li> <li>Z. Points and counts 10 - 20 objects accurately</li> <li>AA. Uses objects, fingers or drawings to count a group and shows the total with the last number counted</li> <li>BB. Identifies numerals to 10 by name</li> <li>CC. Explains changes in quantity</li> </ul>



# Area 7: Mathematics

## Standard 3: Develops the ability to recognize and understand patterns

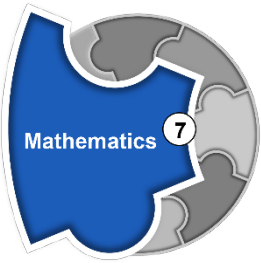
Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<p>A. Demonstrates awareness and anticipation of the order within familiar routines, songs or play activities</p>	<p>B. Engages in familiar routines, songs or play activities</p> <p>C. Recognizes sequence of objects in a variety of ways</p> <p>D. Takes part in or repeat simple patterns with objects, movements or sounds</p>	<p>E. Notices order in routines and play, showing understanding of how things go together or happen in a certain sequence</p> <p>F. Creates and repeats simple patterns with objects, movements or sounds</p>	<p>G. Recognizes when patterns change or end</p> <p>H. Communicates what comes next in familiar songs, stories or routines</p> <p>I. Repeats patterns and sequences:</p> <ul style="list-style-type: none"> <li>a. Identifies</li> <li>b. Describes</li> <li>c. Predicts</li> </ul>	<p>J. Repeats more complex patterns and sequences:</p> <ul style="list-style-type: none"> <li>a. Identifies</li> <li>b. Copies</li> <li>c. Extends</li> <li>d. Creates</li> </ul> <p>K. Notices and describes patterns seen in natural and designed settings</p>



# Area 7: Mathematics

## Standard 4: Develops an understanding of measurement

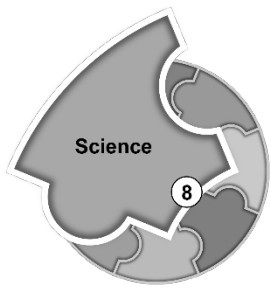
Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<p>A. Explores objects and notices differences in size, weight or fullness through touch and play</p>	<p>B. Compares two objects by size, weight or amount/volume during play or routines</p> <p>C. Makes observations about measurable attributes, noticing sameness and difference</p>	<p>D. Lines up or stacks objects to compare lengths, weights or amounts and uses words to describe differences</p> <p>E. Uses vocabulary related to size and quantity to describe measurable attributes</p>	<p>F. Measures objects using blocks, hands or other tools and explains which is longer, heavier or holds more</p> <p>G. Demonstrates an understanding of measurable attributes related to length, volume and area</p>	<p>H. Uses objects or tools to measure and compare size, weight or capacity, describing results in words or numbers</p> <p>I. Describes attributes of measurement using comparative language</p>



## Area 7: Mathematics

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

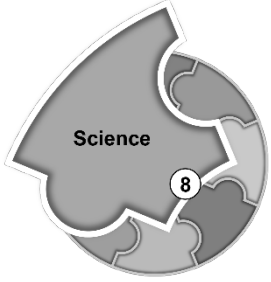
Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<ul style="list-style-type: none"> <li>A. Expresses a desire for more</li> <li>B. Notices characteristics of objects</li> <li>C. Shows awareness of combining and taking away objects</li> </ul>	<ul style="list-style-type: none"> <li>D. Makes simple comparisons between two objects (attributes)</li> </ul>	<ul style="list-style-type: none"> <li>E. Begins to identify and communicate observations of simple data sets</li> </ul>	<ul style="list-style-type: none"> <li>F. Participates in simple data collection with adult support.</li> <li>G. Uses basic data representation with adult support</li> <li>H. Interprets simple data with adult support</li> </ul>	<ul style="list-style-type: none"> <li>I. Collects simple data independently</li> <li>J. Organizes data using charts, graphs or tables with adult support</li> <li>K. Interprets data to answer questions with adult support</li> </ul>



## Area 8: Science

### Standard 1: Gathers information from discoveries and conducts investigations

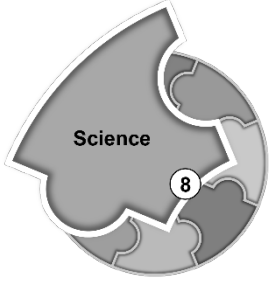
Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<ul style="list-style-type: none"> <li>A. Notices objects and events in their environment</li> <li>B. Explores toys or other safe objects</li> <li>C. Reacts to changes in the environment</li> <li>D. Shows sensory likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>E. Investigates objects to build understanding of the environment through repetitive play</li> <li>F. Uses five senses to identify and interact with new and familiar objects</li> </ul>	<ul style="list-style-type: none"> <li>G. Asks simple questions about observations of their environment using language, behavior and interactions</li> <li>H. Begins to explore scientific tools</li> <li>I. Uses sensory experiences to learn about and respond to surroundings</li> </ul>	<ul style="list-style-type: none"> <li>J. Asks questions about their environment:               <ul style="list-style-type: none"> <li>a. Begins to identify and look for information that will help answer questions and solve problems</li> <li>b. Uses scientific tools and technology purposefully to conduct investigations</li> </ul> </li> <li>K. Uses the five senses as tools to make observations to describe the properties of objects and phenomena</li> </ul>	<ul style="list-style-type: none"> <li>L. Plans and conducts simple investigations to answer questions or to design solutions to scientific or engineering problems</li> <li>M. Uses observational tools to extend the five senses</li> <li>N. Observes, investigates and describes objects, materials and other physical science phenomena in the classroom and outdoor environments</li> <li>O. Observes, asks questions and begins to recognize patterns and relationships in natural phenomena</li> </ul>



## Area 8: Science

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

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<p>A. Uses trusted relationships to gain understanding of the living and non-living world</p> <p>B. Shows understanding people exist when they cannot be seen and objects exist even when out of sight</p> <p>C. Notices and reacts to cause and effect</p>	<p>D. Manipulates unfamiliar items to see how they function</p> <p>E. Explores cause and effect relationships by engaging in problem solving through trial and error</p> <p>F. Intentionally repeats actions to produce a desired effect</p>	<p>G. Makes a choice to reach a desired outcome</p> <p>H. Begins to make comparisons and categorize non-living things based on observable characteristics</p>	<p>I. Compares and categorizes living and non-living things based on observable characteristics</p> <p>J. Observes, predicts and asks questions to understand how things work</p>	<p>K. Uses observations from investigations to notice similarities and differences in living things and to make guesses about their needs</p> <p>L. Describes and compares the properties and motions of objects in terms of speed and direction, based on exploration</p> <p>M. Uses prior experiences and/or data from observations to identify patterns in how living and nonliving things stay the same or change over time and/or when conditions change</p> <p>N. Analyzes what happened during an investigation to make meaning</p>



## Area 8: Science

### Standard 3: Shares information and understanding about discoveries and investigations

Birth-12 months	Approximately 12-24 months	Approximately 24-36 months	Approximately 3-4 years	Approximately 4-5 years
<p>A. Vocalizes and gestures to communicate with others:</p> <ul style="list-style-type: none"> <li>a. Gains attention</li> <li>b. Shows preferences and dislikes</li> </ul> <p>B. Uses repetitive actions to demonstrate new learning experiences</p>	<p>C. Shares information and questions using gestures and/or facial expressions</p> <p>D. Responds to questions or statements to engage in learning and exploration</p>	<p>E. Communicates in a variety of ways to share information:</p> <ul style="list-style-type: none"> <li>a. Expresses wonder and curiosity</li> <li>b. Tells about a specific experience or activity</li> <li>c. Draws simple pictures to represent objects</li> </ul>	<p>F. Communicates in a variety of ways to share information:</p> <ul style="list-style-type: none"> <li>a. Tells about a specific experience, activity or observation</li> <li>b. Answers questions using experiences and observations</li> <li>c. Begins to ask questions to seek more information on a topic of interest</li> <li>d. Draws simple pictures to represent observations of objects</li> <li>e. Uses scientific vocabulary words with modeling and support from an adult</li> </ul>	<p>G. Generates explanations and communicates ideas and/or conclusions about investigations:</p> <ul style="list-style-type: none"> <li>a. Communicates with others about questions, actions, ideas, observations or results using labels and adjectives</li> <li>b. Draws increasingly complex pictures to represent their observations of objects and/or of changes to objects or the environment</li> <li>c. Uses scientific content words when investigating and describing observable phenomena</li> </ul>