

Early Learning and Development Standards



Dear Early Childhood Educator,

You have the incredibly important job of engaging, inspiring, and teaching while also keeping our youngest learners safe and cared for in the period of life where brain architecture is being formed. The trajectory of each child’s lifelong educational journey begins at birth. So whether you are in a school, child care, home, or in the community where children are, Ohio’s revised Early Learning and Development Standards will guide you in intentional, play-based education that will prepare our Ohioans for kindergarten and everything that comes after. Thank you for all you do. It is our sincere hope that these standards and related resources support you in your critical role as an early childhood educator.

The Early Learning and Development Standards are the result of a collaborative effort between the Ohio Department of Education and the Ohio Department of Job and Family Services along with numerous other stakeholders and state agency partners. We have immense gratitude for the writing team members – teachers, providers, administrators, higher education faculty, and others who contributed to this work. The standards are a culmination of more than a year of stakeholder input and revisions and two formal public comment opportunities. The standards were drafted, reviewed, and edited by more than 150 early care and education providers, technical assistance providers, content experts, state agency staff, and other stakeholders with subject-matter expertise.

The newly revised standards provide a clear and comprehensive set of expectations for content to guide early childhood programs and educators. They describe essential areas of learning and development organized into nine domains. The standards help educators focus and align their locally selected curriculum, instruction, and assessment to provide appropriate, educationally beneficial opportunities for each child. These standards are aligned to [Ohio’s Learning Standards \(K-12\)](#) to connect learning and development prior to kindergarten with later school outcomes.

We are here to support you as you provide the very best education to our youngest learners.

Sincerely,



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Early Learning and Development Standards

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Introduction

Ohio's Early Learning and Development Standards guide educators in selecting and developing curriculum to provide appropriate, educationally beneficial opportunities for young children from infancy through the end of preschool. The years between birth and age five are critical to the lifelong success of each child. During this time, a foundation is built which will impact each child's ability to learn, grow, and develop the necessary skills to become an independent, productive, and happy adult. The hope is that wherever young children spend their day, they are challenged to discover and learn through play, empowered to become caring and resilient, and prepared for success through meaningful opportunities to practice foundational skills.

Guiding Principles

The writing and revisions of Ohio's Early Learning and Development Standards were guided by the following principles¹ of how young children learn and develop as supported by research:

1. Each child is unique.
2. Relationships matter.
3. Play is important to learning.
4. Areas of learning and development are integrated.
5. Children learn best with a whole-child approach.
6. Development and learning are deeply rooted in family, home, early learning programs, and community.
7. Children develop on a continuum.
8. Each child has the right to equitable learning opportunities.²

Purpose

Ohio's Early Learning and Development Standards illustrate how children develop critical kindergarten readiness skills, starting in infancy. The purpose of the standards is to:

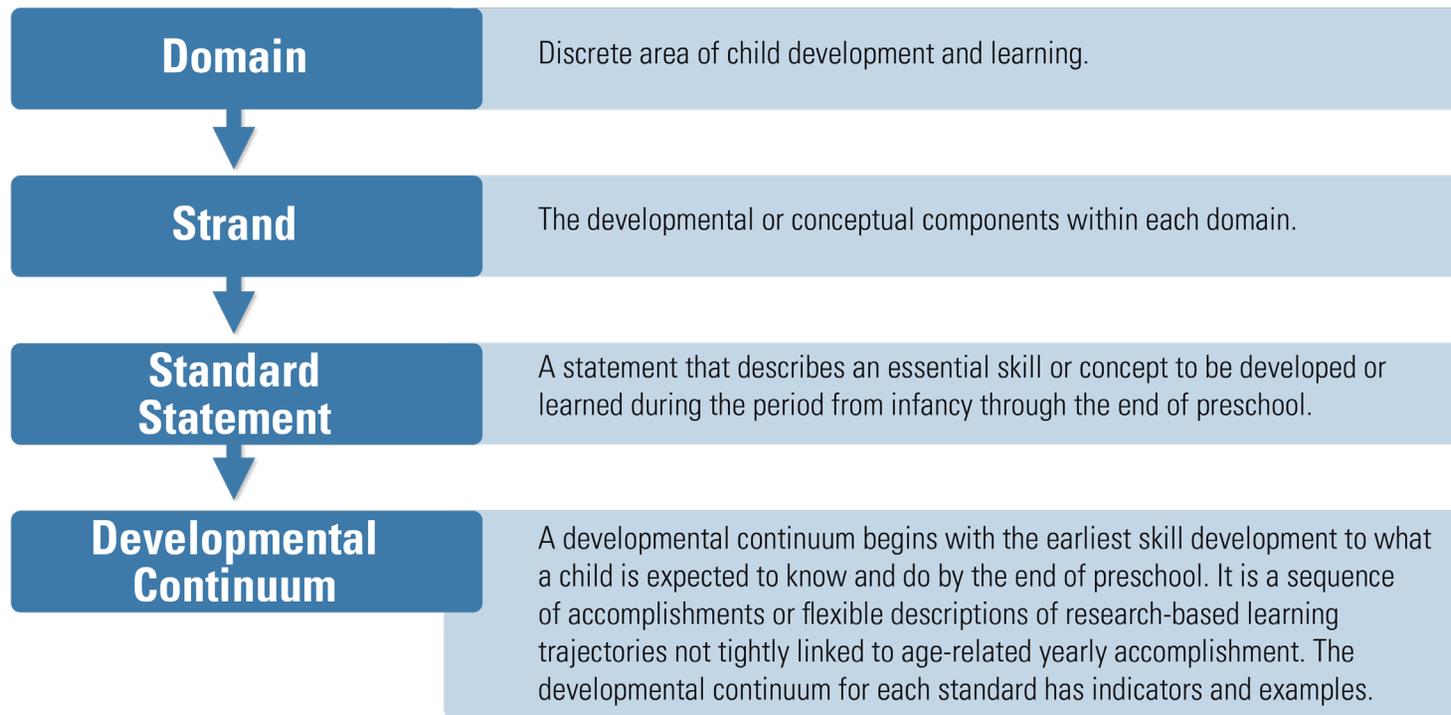
- Describe the minimum scope in essential areas of learning and development.
- Guide curriculum selection and design to support high-quality early learning experiences for young children.
- Inform early childhood educators about what children need to learn and illustrate how skills may develop.
- Provide stakeholders with a common and comprehensive set of expectations for the learning and development of young children.
- Illustrate connections between early learning and development and later school outcomes by aligning to Ohio's K-12 standards.
- Provide a reference for selecting assessments.

Standards are not a replacement for curriculum or assessment, but they are one piece of a system that includes standards, curriculum, and assessment. Standards describe what children should know and be able to do, while curriculum describes what teachers will do to set up and facilitate learning experiences. Curriculum further defines the scope and provides a sequence of what to teach and how to teach it. Assessments show what children know and are able to do and can be used to make instructional decisions.

Standards	Curriculum	Assessment
What's the Difference?		
<p>Standards are essential skills or concepts we want children to know and be able to do when they leave preschool.</p> <p>Standards define a minimum scope (what children should learn) for curriculum.</p>	<p>Curriculum describes what to teach and how to teach it.</p> <p>Curriculum provides a scope and sequence for teaching and may include other elements.</p>	<p>Assessment is a process that can be used to identify children's developmental strengths, instructional needs, and intervention needs, or to document progress over time.</p> <p>There are many different types of assessments with different purposes; some assessments are formal and some are informal.</p>
Example: Linking standards, curriculum, and assessment		
<p>Mathematics Standard: 3.b. Develops the ability to sort.</p> <p>Developmental Continuum:</p> <ul style="list-style-type: none"> Notices differences between familiar and unfamiliar people, objects, and places. Matches two objects that are the same and selects similar objects from a group. Sorts objects into two or more groups by their similarities or differences. Sorts and classifies objects by one or more attributes (e.g., color, size, shape). 	<p>Curriculum Activity: Introduce the idea of sorting and classifying with a collection of natural materials such as leaves, rocks, and sticks.</p> <ul style="list-style-type: none"> Place collected items in sensory bin for free exploration along with containers that can be used for grouping items. Encourage children to describe the characteristics (attributes) of the items such as color, shape, size while they are at the sensory table. Prompt children to talk about how materials might be sorted. If needed, model sorting by one attribute. Provide opportunities for children to practice sorting in a variety of ways during free-play, exploration time, in small groups, or individually. 	<p>Informal Assessment: Make note of children's understanding of sorting and classifying. Do they understand similarities and differences of the objects collected? Do they sort items by the agreed upon classifications?</p> <p>Formal Assessment: Ohio's Early Learning Assessment³ <i>Sorting and Classifying</i></p> <p>Look for instances when children sort and classify objects and pay attention to the following details as you observe:</p> <ul style="list-style-type: none"> What objects the child is sorting and classifying What prompts the child to sort and classify the objects What attributes the child sorts and classifies the objects by How accurately the child sorts and classifies the objects

Structure

Ohio's Early Learning and Development Standards are organized into nine domains: Approaches to Learning, Cognitive Development, Creative Development, Language and Literacy, Mathematics, Physical Development and Wellness, Science, Social and Emotional Development, and Social Studies. The standards within each domain are organized into strands, which are the developmental or conceptual components within the domain. Each strand contains one or more standard statements. For each standard statement there is a developmental continuum of indicators with examples to reflect the learning and development that occurs from infancy through the end of preschool.



Within each developmental continuum, indicators are listed in the order in which the skill or knowledge typically develops, beginning with the earliest indicator on top (infant, in most cases) through the end of preschool at the bottom. Each developmental continuum is unique in both its starting level of development and the relative change from one indicator to the next. In other words, the first indicator in one developmental continuum is not necessarily expected to occur simultaneously with the first indicator in other developmental continua, and the second indicator in one developmental continuum is not necessarily expected to occur simultaneously with the second indicator in another developmental continuum, and so on. The last indicator in each continuum reflects the desired outcome for children at the end of preschool. Also, there are repeated indicators across different standards and even across domains. These repeated indicators are designed to illustrate the interrelated nature of development and the branching of skills that occurs. For example, one skill in early infancy, such as *attending to language*, is a precursor to many other skills across domains.

	Indicator	Example
Earliest ↓ End of Preschool	Description of the standard at a point on the developmental continuum; what a child should know or be able to do in progress toward the end of preschool level, which is the last indicator in the developmental continuum.	Observable skills, knowledge, and behaviors; what a child might do to demonstrate the skill in the indicator.

Ohio’s Early Learning and Development Standards are designed to be inclusive. Each revised standard is written broadly to describe an essential skill or concept developed or learned in early childhood. The standards and indicators are written so that skills can be demonstrated in a variety of ways to acknowledge and incorporate the diversity of children’s cultures, languages, experiences, perspectives, and abilities. Children are not limited to show what they know in a specific way. For example, a child may not be able to express knowledge verbally but may be able to draw a picture to demonstrate their knowledge. Finally, the developmental continuum structure illustrates how skills build from infancy and honors each child’s individual pace of development. This is intended to support a strength-based approach for educators to see the foundational skills needed for later development, and to meet children where they are when planning learning experiences.

Early Learning and Development Standards

Domain	Strand	Code	Standard Statement
 AL	Engagement and Persistence	1.a.	Engages in new and unfamiliar experiences and activities.
		1.b.	Completes activities with increasingly complex steps.
		1.c.	Persists in completing a task with increasing concentration.
	Mindset	2.a.	Develops a growth mindset.
 CO	Memory	1.a.	Develops the ability to recall information about objects, people, and past experiences.
	Symbolic Thought	2.a.	Demonstrates increasing ability to think symbolically.
	Problem-Solving and Reasoning	3.a.	Uses increasingly complex strategies to solve problems.
	Cognitive Flexibility	4.a.	Develops ability to be flexible in own thinking and behavior.
 CR	Artistic Engagement and Expression	1.a.	Expresses ideas and feelings through visual art.
		1.b.	Expresses self creatively through music and dance.
	Creativity and Play	2.a.	Develops ability to express new ideas through imaginative and inventive play.
 LL	Language and Communication	1.a.	Demonstrates understanding of increasingly complex language.
		1.b.	Develops and expands understanding of vocabulary and concepts.
		1.c.	Communicates using increasingly complex language.
		1.d.	Participates in conversations with increasing application of turn-taking skills.
		1.e.	Develops comprehension of read-aloud text.
	Phonological Awareness	2.a.	Develops awareness of syllables in spoken words.
		2.b.	Develops awareness of initial sounds, onsets, and rimes in spoken words.
		2.c.	Develops understanding of rhyme.
	Print Awareness	3.a.	Develops knowledge of print organization.
		3.b.	Develops knowledge of the alphabet.
Emergent Writing	4.a.	Develops understanding that writing represents spoken language.	
	4.b.	Draws and writes using increasingly sophisticated grasp.	

Domain	Strand	Code	Standard Statement
 MA	Number Sense	1.a.	Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.
		1.b.	Develops understanding of one-to-one correspondence and cardinality.
		1.c.	Develops ability to subitize small quantities.
		1.d.	Develops ability to recognize and name written numerals.
	Number Relationships and Operations	2.a.	Develops understanding of number relationships and operations.
	Measurement	3.a.	Develops knowledge of measurement to compare and describe objects.
		3.b.	Develops the ability to sort.
		3.c.	Develops understanding of patterns.
	Geometry	4.a.	Develops ability to recognize shapes and their attributes.
		4.b.	Develops understanding of spatial relationships.
 PW	Motor Development	1.a.	Develops competency in a variety of locomotor skills and non-locomotor skills.
		1.b.	Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.
		1.c.	Develops oral motor skills.
		1.d.	Uses senses to guide movement and interactions with objects and other people.
	Wellness	2.a.	Develops knowledge about the body, its parts, and how it functions.
		2.b.	Demonstrates personal health and self-care practices with increasing independence.
		2.c.	Consumes healthy food and develops healthy eating habits.
		2.d.	Develops healthy sleep and rest behaviors.
		2.e.	Participates in preferred physical activities and develops understanding that being physically active is healthy.
		2.f.	Demonstrates increasing understanding of safety practices and behaviors.

Domain	Strand	Code	Standard Statement
 SC	Science Inquiry and Application	1.a.	Explores and investigates objects and events in the environment.
		1.b.	Develops ability to reason about cause and effect.
 SE	Self-Awareness	1.a.	Develops and expands understanding of oneself as a unique person.
		1.b.	Develops understanding of emotions.
	Self-Regulation	2.a.	Begins to manage emotions and actions.
	Social Awareness	3.a.	Develops empathy toward and understanding of others.
	Relationship Skills	4.a.	Develops secure, trusting relationships with adults.
		4.b.	Develops socially competent behaviors with peers.
4.c.		Develops ability to use simple strategies to resolve conflicts with peers.	
 SS	People, Communities, and their Environment	1.a.	Develops awareness of own culture and other characteristics of groups of people.
		1.b.	Develops a basic understanding of needs and wants.
		1.c.	Develops understanding that everyone has rights and responsibilities within a group.
		1.d.	Develops ability to take care of materials in the environment.



Approaches to Learning

Strand	Standard Statements
1. Engagement and Persistence	a. Engages in new and unfamiliar experiences and activities. b. Completes activities with increasingly complex steps. c. Persists in completing a task with increasing concentration.
2. Mindset	a. Develops a growth mindset.

Indicators are listed in the order in which the skill or knowledge typically develops, beginning with the earliest indicator on top (infant, in most cases) through the end of preschool at the bottom.

Approaches to Learning covers behaviors and attitudes that impact how children engage in everyday experiences and complete tasks and activities. There are two strands in this domain: Engagement and Persistence, and Mindset. A *growth mindset* is the belief that “most basic abilities can be developed through dedication and hard work.”⁴ These standards are fundamental to children’s learning and development in all other domains because they affect how children engage in learning opportunities.





Approaches to Learning

1.a. Engages in new and unfamiliar experiences and activities.

Indicator	Example
Attends to surroundings (e.g., adults/objects/sounds).	<ul style="list-style-type: none">• Turns head toward a new sound.• Reaches for a new toy.
Shows excitement when introduced to new and unfamiliar experiences and activities.	<ul style="list-style-type: none">• Smiles and/or kicks feet when listening to a new song.• Vocalizes excitement when taken outside for a walk for the first time in a four-seat buggy.
Imitates new skills and/or activities demonstrated by an adult.	<ul style="list-style-type: none">• Observes an adult brushing their hair and then attempts to use the brush.
Repeats a new activity many times to gain confidence and skill.	<ul style="list-style-type: none">• Builds a block tower multiple times.• Turns water on and off at the sink several times after discovering they could reach it.
Gathers new information and explores new play and tasks with adult encouragement.	<ul style="list-style-type: none">• Walks over to the new sand table and looks at teacher, waiting for the teacher's encouragement before beginning to play in the sand.
Explores new and unfamiliar play, tasks, and experiences independently.	<ul style="list-style-type: none">• Explores without hesitation when a new activity is set-up in the dramatic play area.
Applies new strategies to prior experience and/or activity through refining own actions.	<ul style="list-style-type: none">• Creates a taller building with blocks by making the base larger.





Approaches to Learning

1.b. Completes activities with increasingly complex steps.

Indicator	Example
Attends to language.	<ul style="list-style-type: none">• Turns to face toward the caregiver who is singing.• Kicks legs during a diaper change as the caregiver talks to them.
Engages in back-and-forth interactions with caregiver.	<ul style="list-style-type: none">• Gestures with arms and smiles with caregiver during peek-a-boo.• Waves in response to an adult waving and saying, "Bye-bye."
Responds to simple directives or requests.	<ul style="list-style-type: none">• Opens mouth when caregiver says, "Open-wide!"• Holds up blanket when caregiver says, "Hand me your blanket."
Participates in adult-led daily routines.	<ul style="list-style-type: none">• Responds when teacher calls children over for a story.• Crawls or walks to table when teacher says, "Time for lunch."
Anticipates what comes next in an activity with a familiar sequence (routine).	<ul style="list-style-type: none">• Shows understanding that outdoor time comes after story time by grabbing their coat when the teacher finishes reading the story.
Follows a one-step direction independently.	<ul style="list-style-type: none">• Hangs own coat on hook in response to teacher direction.
Relies on model to complete an activity with multiple steps.	<ul style="list-style-type: none">• Completes the steps to gather a snack as indicated on the visual snack schedule (Put three crackers and one piece of cheese on plate) after teacher models it.
Follows two-step directions independently.	<ul style="list-style-type: none">• Follows through with teacher direction to put name card in the basket and line up at the door.
Follows familiar three-step directions.	<ul style="list-style-type: none">• Hangs up coat, marks self as present, and washes hands in response to teacher direction upon arrival to the classroom.
Completes an unfamiliar activity with multiple steps independently.	<ul style="list-style-type: none">• Follows a new picture schedule to dress for outdoor play on the first snowy day of the school year: First snow pants, then boots, then coat, then hat, and then gloves.• Follows through with new direction from the teacher to put toys away, choose a book from a basket, and read quietly with a friend on the rug (when it is not part of the regular routine).



Approaches to Learning

1.c. Persists in completing a task with increasing concentration.

Indicator	Example
Exhibits interest in people and things in surrounding environment.	<ul style="list-style-type: none">• Turns toward familiar sounds and activities in their surroundings.• Reaches toward person or object(s) that captures their attention.
Maintains engagement briefly in interactions with a familiar person or preferred object(s).	<ul style="list-style-type: none">• Maintains eye contact with a familiar adult who is talking.• Plays pat-a-cake with an adult for several turns.• Focuses on book or interactive toy for less than one minute.
Resumes focus on a person or an activity after a brief distraction or interruption.	<ul style="list-style-type: none">• Continues building with blocks after stopping to protect their block creation while another child pushes a car through the block area.• Pauses play at sensory table to look up at a peer arriving, then resumes play at sensory table.
Makes repeated attempts to complete a task when frustrated or challenged.	<ul style="list-style-type: none">• Struggles to open a packaged snack yet continues to try pulling harder to tear open the bag.• Keeps trying to zip up jacket after unsuccessful attempts.
Carries out tasks, activities, or experiences from beginning to end.	<ul style="list-style-type: none">• Focuses on the book the teacher reads during story time for its duration.• Works on a puzzle until all pieces are in the correct place.

2.a. Develops a growth mindset.

Indicator	Example
Explores to understand an unknown.	<ul style="list-style-type: none">• Explores object by mouthing, grasping, or shaking.• Slaps hand in water to create a splash.
Demonstrates awareness of own abilities to accomplish simple tasks or activities.	<ul style="list-style-type: none">• Pushes away caregiver's hand when caregiver attempts to help with putting on socks.• Smiles, claps, and says, "I did it!" after completing a task.
Demonstrates a mindset that continued effort makes hard things easier to do.	<ul style="list-style-type: none">• Insists, "No, I do it!" when teacher tries to help.• Continues to turn the puzzle piece while learning to work puzzles.
Recognizes and expresses self-confidence in growing abilities.	<ul style="list-style-type: none">• Tells dad during pick up, "I made it to the top of the climber today!"• Pulls teacher to blocks to show the tall tower she just built.
Recognizes and shares in celebration of another's growing abilities.	<ul style="list-style-type: none">• Gives peer a high five when peer makes a basket after several attempts.



Cognitive Development

Strand	Standard Statements
1. Memory	a. Develops the ability to recall information about objects, people, and past experiences.
2. Symbolic Thought	a. Demonstrates increasing ability to think symbolically.
3. Problem-Solving and Reasoning	a. Uses increasingly complex strategies to solve problems.
4. Cognitive Flexibility	a. Develops ability to be flexible in own thinking and behavior.

Indicators are listed in the order in which the skill or knowledge typically develops, beginning with the earliest indicator on top (infant, in most cases) through the end of preschool at the bottom.

The **Cognitive Development** domain focuses on the ability to remember, organize, and use information in increasingly complex ways. The strands in this domain are Memory, Symbolic Thought, Problem-Solving and Reasoning, and Cognitive Flexibility. Two types of executive function skills are included in this domain: *working memory* which governs the ability to retain and manipulate distinct pieces of information over short periods of time, and *mental flexibility* which helps children to sustain or shift attention in response to different demands or to apply different rules in different settings.⁵





Cognitive Development

1.a. Develops the ability to recall information about objects, people, and past experiences.

Indicator	Example
Responds differently to familiar and unfamiliar people, events, objects, and their features.	<ul style="list-style-type: none">Reaches for familiar caregiver when unfamiliar caregiver enters environment.Bangs wooden blocks together and laughs while listening to music and cuddles plush toy during rest time.Throws sippy cup on the floor and reaches for food during lunch time.
Anticipates next steps in simple, familiar routines and games.	<ul style="list-style-type: none">Opens mouth when caregiver lifts spoon, anticipating the next bite.Holds scarf up over eyes after teacher passes out scarves for the peek-a-boo song.
Remembers people, events, and objects over a period of time with contextual cues.	<ul style="list-style-type: none">Sees a photo of a close family member and says their name or hugs the frame.Remembers how to turn on a light up toy by flipping the switch after being shown how it works by their caregiver earlier in the day.
Recalls information over a longer period of time with or without contextual cues.	<ul style="list-style-type: none">Watches the caregiver wiping down the table with a cloth, then tries it themselves the next day when they see the caregiver get out the cleaning cloth.Tells friend, "My grandma's dog had puppies yesterday."
Recreates or retells a sequence of events in a familiar activity or routine based on past experiences.	<ul style="list-style-type: none">Recreates the sequence of a familiar story using flannel pieces.Washes hands and selects book after lunch without prompting.Explains how to play hide-and-go-seek to a friend.





Cognitive Development

2.a. Demonstrates increasing ability to think symbolically.

Indicator	Example
Explores real objects, people, and actions.	<ul style="list-style-type: none">• Pats caregiver's mouth when caregiver makes buzzing sounds.• Shakes a set of keys.
Demonstrates understanding that objects and people continue to exist even when no longer within sight.	<ul style="list-style-type: none">• Looks for food that has been dropped on the floor.• Finds a rattle hidden under a blanket.• Looks for a caregiver who has left the room.
Uses objects for their intended purposes.	<ul style="list-style-type: none">• Makes faces in mirror and pats mirror image.• Picks up mom's cell phone, puts it to ear and babbles.• Takes set of play keys to door to try to unlock.
Uses objects and materials in new and unconventional ways to represent something else.	<ul style="list-style-type: none">• Uses block or Lego as a phone.• Puts basket on head like a hat.• Brings small blocks over to the dramatic play area to use as food for making a picnic.
Engages in increasingly complex and sequenced pretend play.	<ul style="list-style-type: none">• Completes two or more steps in play, such as cracks pretend eggs in pan and uses spoon to stir.• Two children build a car wash for their cars using blocks and then push the cars through the structure to wash the cars.• Points to self and two other children and says, "We'll be the kids going to school," after another child sets up chairs like seats on a bus and said, "I'm the bus driver."
Identifies a variety of everyday symbols and their meanings.	<ul style="list-style-type: none">• Points to a red traffic light and says, "It's red. Stop."• Picks up the letter S from an alphabet puzzle and says, "My name has an S!"• Follows the icons on a handwashing poster to wash and dry hands.
Uses symbols to represent thinking or ideas.	<ul style="list-style-type: none">• Draws a circle and says, "This is the sun."• Makes a stop sign and places the sign in the block corner to stop the cars during play.





Cognitive Development

3.a. Uses increasingly complex strategies to solve problems.

Indicator	Example
Actively uses the body to find out about the world or reach a goal.	<ul style="list-style-type: none">• Manipulates a rattle in a variety of ways that causes it to make noise.• Rolls toward a toy and grunts when they can't reach it.
Uses simple strategies to solve problems.	<ul style="list-style-type: none">• Cries for caregiver when leg gets stuck.• Bangs and twists a shape on the hole of the shape sorter to get it to fit.• Tries several ways to reach a toy that is stuck under a couch.
Tries different strategies to find the solution to a question, problem, or task.	<ul style="list-style-type: none">• Tries different puzzle pieces until finding the piece that fits.• Turns scissors different ways to successfully cut the paper.
Solves problems by questioning, planning, and carrying out a sequence of actions.	<ul style="list-style-type: none">• Rebuilds tower using a large block on the bottom after adding a large block on top of smaller blocks and watching the tower fall.• Asks, "How can I make a card with a picture that sticks out?" Then collects glue, crayons, and a mix of new paper and paper scraps before sitting down at the table to make a card.• Completes a simple puzzle without support by turning the puzzle pieces and trying them in different places to make them fit.
Explains reasoning for the solution selected.	<ul style="list-style-type: none">• Tells the small group they need to have at least four pieces of play dough for the table because there are four friends playing.• Explains how they used markers instead of blocks to build a chimney for the block structure.• Asks to get their gloves to play with the snow in the sensory table and says, "My hands are getting too cold."





Cognitive Development

4.a. Develops ability to be flexible in own thinking and behavior.

Indicator	Example
Repeats an action to cause a known reaction.	<ul style="list-style-type: none">• Bang spoon on tray table to get adult attention.• Pushes button on toy to play music.
Uses simple strategies to solve problems.	<ul style="list-style-type: none">• Cries for caregiver when leg gets stuck.• Bangs and twists a shape on the hole of the shape sorter to get it to fit.• Tries several ways to reach a toy that is stuck under a couch.
Begins to modify actions or behaviors when shifting focus or adjusting to a new activity.	<ul style="list-style-type: none">• Scoots position at table to accommodate an arriving peer.• Lowers voice when asked to use inside voice during transition from outside.
Applies different rules in contexts that require different behaviors. ⁶	<ul style="list-style-type: none">• Attempts to whisper to peer when in the library.• Communicates to teacher in English, and when a family member arrives, communicates to the family member in home language.
Modifies and adapts behavior during transitions, daily routines, and unexpected events when prompted by an adult.	<ul style="list-style-type: none">• Stops activity to get coat when teacher announces it is time to go outside.• Finds a different activity after going to their favorite toy and seeing that a peer is playing with it.





Creative Development

Strand	Standard Statements
1. Artistic Engagement and Expression	a. Expresses ideas and feelings through visual art. b. Expresses self creatively through music and dance.
2. Creativity and Play	a. Develops ability to express new ideas through imaginative and inventive play.

Indicators are listed in the order in which the skill or knowledge typically develops, beginning with the earliest indicator on top (infant, in most cases) through the end of preschool at the bottom.

The **Creative Development** domain includes skills related to expression of thoughts, ideas, and feelings through visual arts, dance, music, and dramatic play. Standards in Creative Development represent the integration of skills from other domains (such as language, motor, and executive function). In addition, the arts can be used to demonstrate skills and knowledge across other domains, with research showing the positive impact participation in arts education has on academic and lifelong success.⁷ There are two strands in Creative Development: Artistic Engagement and Expression and Creativity and Play.





Creative Development

1.a. Expresses ideas and feelings through visual art.

Indicator	Example
Demonstrates preferences, pleasure or displeasure when interacting with various materials and activities.	<ul style="list-style-type: none">• Smiles and/or claps in response to teacher using puppets to tell a story.• Grimaces when presented with a new food texture.• Smears cereal with hands and immediately wipes hands on clothes to get it off.
Explores a variety of visual art materials.	<ul style="list-style-type: none">• Plays with a piece of fabric and wads it into a ball.• Scribbles on paper using crayons, paint, markers, or chalk.• Pushes, squeezes, and pokes at a lump of clay.• Mixes two colors of paint together.
Uses self-selected materials and activities to express ideas and feelings.	<ul style="list-style-type: none">• Paints a dark sky using gray and black to show a sad day.• Draws a picture about a fun day playing in the sprinkler using bright colored markers.• Chooses items from the art center to make a cold winter scene.
Plans and creates content, using personal experiences, in a work of art using a variety of skills, techniques, and materials.	<ul style="list-style-type: none">• Draws a picture to tell about a recent family activity.• Uses a thin paint brush to create outline of sister's favorite flower and the thick paint brush to color the flower in.• Mixes blue and yellow paint together to make green when there is no more green paint available.• Uses variety of 3D art materials such as foam board, pipe cleaners, cotton swabs and straws to recreate animals seen at the zoo.
Expresses individuality, life experiences, knowledge, and ability through a variety of art media.	<ul style="list-style-type: none">• Makes a model of the stages of a butterfly using art materials provided by the teacher.• Creates a self-portrait on poster board with torn up pieces of different colored construction paper and glue.
Explores open-ended art materials to create process-focused art.	<ul style="list-style-type: none">• Selects scraps of repurposed paper to design a monster collage.• Creates different faces out of items like bottle caps, wood pieces, buttons and yarn.• Glues various items with strong textures to a cardboard matrix and then paints over the items to focus on the texture.



Creative Development

1.b. Expresses self creatively through music and dance.

Indicator	Example
Responds to a variety of sounds.	<ul style="list-style-type: none">• Responds to singing with a smile.• Bounces to music.
Explores making sounds with a variety of objects.	<ul style="list-style-type: none">• Bangs on plastic bins as drums.• Shakes keys.
Demonstrates intentional use of sounds and music.	<ul style="list-style-type: none">• Creates a rhythm by banging a spoon on a bowl.• Shakes an instrument repeatedly to make the sound continue.• Sings part of a familiar song.
Attempts to move body or make music sounds to match varied tempos.	<ul style="list-style-type: none">• Moves scarf and body faster when the music speeds up and moves scarf and body slower when the music tempo slows.• Experiments with making different sounds and patterns by beating a drum fast and slow mimicking a song's tempo.
Creates vocal and/or rhythmic patterns with increasing complexity (e.g., volume/dynamics, speed/tempo, tone, rhythm, melody) using own voice or instruments of choice.	<ul style="list-style-type: none">• Claps a rhythm and then repeats it.• Plays notes on the xylophone similar to a familiar song while humming the song.• Beats a drum loud and fast, then soft and slow.





Creative Development

2.a. Develops ability to express new ideas through imagination and inventive play.

Indicator	Example
Observes and imitates the actions of others.	<ul style="list-style-type: none">• Imitates caregiver's facial expression.
Explores objects and uses everyday items in play.	<ul style="list-style-type: none">• Uses realistic props in play such as a spoon with pots or pans.• Stacks a tower with assorted sizes of cardboard boxes.
Imitates others' uses of objects and materials.	<ul style="list-style-type: none">• Gets a book and opens it pretending to read, imitating older sibling reading a book.• Feeds a doll with a spoon after caregiver models feeding the doll.
Engages in play sequences based on an understanding of everyday events and routines.	<ul style="list-style-type: none">• Picks up play phone and pretends to order lunch.• Sets a table for dinner in play kitchen, placing a plate and cup at each seat.
Uses imagination to plan and act out scenes based on books, stories, or everyday life.	<ul style="list-style-type: none">• Pretends to pack a cooler to go on a camping trip.• Empties the buckets containing the outside balls and uses the buckets to create a fort.• Directs friends in imaginary horse game at recess.
Engages in brief episodes of make-believe play that involve sequenced steps, assigned roles and/or an overall plan for the play.	<ul style="list-style-type: none">• Works with a peer to play "bakery" in the dramatic play area, taking turns playing the roles of baker and customer.• Tells peer, "You be the daddy and I'll be the sister. Take the baby for her naptime," while engaging in family play scenario together.





Language and Literacy

Strand	Standard Statements
1. Language and Communication	a. Demonstrates understanding of increasingly complex language. b. Develops and expands understanding of vocabulary and concepts. c. Communicates using increasingly complex language. d. Participates in conversations with increasing application of turn-taking skills. e. Develops comprehension of read-aloud text.
2. Phonological Awareness	a. Develops awareness of syllables in spoken words. b. Develops awareness of initial sounds, onsets, and rimes in spoken words. c. Develops understanding of rhyme.
3. Print Awareness	a. Develops knowledge of print organization. b. Develops knowledge of the alphabet.
4. Emergent Writing	a. Develops understanding that writing represents spoken language. b. Draws and writes using increasingly sophisticated grasp.

Indicators are listed in the order in which the skill or knowledge typically develops, beginning with the earliest indicator on top (infant, in most cases) through the end of preschool at the bottom.

The **Language and Literacy** domain addresses language development, communication, and emergent literacy skills. The strands in this domain are Language and Communication, Phonological Awareness, Print Awareness, and Emergent Writing. The standards demonstrate how children develop early literacy skills in speaking, listening to understand, building vocabulary, understanding stories read aloud, awareness of sounds in spoken words, the alphabet, and beginning writing skills. These emerging literacy skills are built through interactions with families, caregivers, and through high-quality interactions with educators to provide the foundation for later literacy and learning across all subject areas, as well as for their well-being.⁸





Language and Literacy

1.a. Demonstrates understanding of increasingly complex language.

Indicator	Example
Attends to language.	<ul style="list-style-type: none">• Smiles, coos, or wiggles when caregiver talks to them.• Turns face toward the caregiver who is singing.• Kicks legs and smiles during a diaper change as the caregiver talks to them.
Engages in back-and-forth interactions with caregiver.	<ul style="list-style-type: none">• Gestures with arms and smiles with caregiver while playing peek-a-boo.• Waves in response to an adult waving and saying, "Bye-bye."
Shows understanding of simple requests and statements referring to nearby people and objects.	<ul style="list-style-type: none">• Opens mouth when caregiver says, "Open-wide!"• Looks toward blankie when asked, "Where is your blankie?"
Shows understanding of requests and statements referring to people, objects, ideas, and feelings.	<ul style="list-style-type: none">• Picks up the container for blocks when the teacher says, "Let's put the blocks away before painting."• Finds the bear and gives it to Jesse when the teacher says, "Jesse is sad, he can't find his bear."
Demonstrates understanding of complex concepts and longer sentences.	<ul style="list-style-type: none">• Says, "Can you help me put on my boots and mittens?"• Follows the multi-step direction: "Please put your crayons away, put your drawing in your cubby, and come sit on the rug."





Language and Literacy

1.b. Develops and expands understanding of vocabulary and concepts.

Indicator	Example
Attends to language.	<ul style="list-style-type: none">• Smiles, coos, or wiggles when caregiver talks to them.• Gazes at the caregiver who is reading or singing.
Engages in back-and-forth interactions with caregiver.	<ul style="list-style-type: none">• Gestures with arms and smiles with caregiver while playing peek-a-boo.• Waves in response to an adult waving and saying, "Bye-bye."
Connects words with objects.	<ul style="list-style-type: none">• Finds a toy truck in a bin when asked.• Points to a picture of a cat and says or signs, "Cat," when reading with a caregiver.
Attends to an unfamiliar word.	<ul style="list-style-type: none">• Identifies a four-legged animal as "a dog." Then caregiver says, "That's not a dog. That's a cow." The child repeats, "Cow."
Demonstrates interest in new vocabulary and uses new words.	<ul style="list-style-type: none">• Points to and names different vehicles while looking at a book about transportation. Then asks, "What's that?" pointing to an unknown vehicle.• Tucks baby doll into doll bed and says, "Your quilt will keep you warm," after learning the word "quilt" the previous day during class read aloud.• Points to a river and asks teacher, "Is that a creek or a river?" while on a field trip to a park.
Demonstrates understanding of categories of words (nouns, verbs, adjectives, pronouns, prepositions) and relationships between word meanings.	<ul style="list-style-type: none">• Gathers a fire truck, car, and a motorcycle when the teacher suggested they might put some vehicles in the block city.• Comments to the teacher when a song instructs to march, "Marching is like walking with high knees."





Language and Literacy

1.c. Communicates using increasingly complex language.

Indicator	Example
Expresses needs and feelings in a variety of ways.	<ul style="list-style-type: none"> • Cries differently when wet, when hungry, or when needing comfort. • Uses different sounds to express contentment: coos, gurgles, laughs.
Engages in back-and-forth interactions with caregiver.	<ul style="list-style-type: none"> • Gestures with arms and smiles with caregiver while playing peek-a-boo. • Waves in response to an adult waving and saying, "Bye-bye."
Makes vowel and consonant sounds (babbling).	<ul style="list-style-type: none"> • Says, "Ahh." • Says, "Ba ba" or "Ma ma ma" during vocal play. • Says, "Ah, ah, ah, ah!" or "Ah ba, ah, ba."
Communicates purposefully using single words and gestures.	<ul style="list-style-type: none"> • Nods head <i>yes</i>. • Says, "More," while eating lunch to request more milk. • Reaches arms up and says an approximation of "up" when wants to be picked up.
Combines words into simple two-word phrases.	<ul style="list-style-type: none"> • Says, "Mommy work." • Says, "My toy." • Signs, "Dog run."
Communicates using simple three- and four-word phrases or sentences to express complex ideas or requests.	<ul style="list-style-type: none"> • Signs, "I have black kitty," after seeing a photograph of a cat. • Asks, "Where is lunch?" • Says, "Mommy no home."
Communicates using sentences that include the following components: subject, verb, object, descriptive words, and prepositions.	<ul style="list-style-type: none"> • When given a picture, describes the image, "The black dog is running around the house." • Tells about who and what they played with in the dramatic play center using Augmentative and Alternative Communication (AAC).





Language and Literacy

1.d. Participates in conversations with increasing application of turn-taking skills.

Indicator	Example
Directs attention to caregiver's communication.	<ul style="list-style-type: none">• Quiets or smiles when caregiver talks.• Turns to look at caregiver who is talking or playing with them.
Engages in back-and-forth interactions with caregiver.	<ul style="list-style-type: none">• Imitates caregiver smacking lips and takes turns making the sound.• Babbles or wiggles to get caregiver's attention and to keep the interaction going.• Gestures with arms and smiles with caregiver while playing peek-a-boo.
Participates in and initiates basic communications with family members or others who are familiar.	<ul style="list-style-type: none">• Tugs on caregiver's clothing to indicate they want the caregiver to look at them.• Looks to adult, points to jacket, and says, "On," when they want their jacket on.
Participates in and initiates communication by switching communication skills to fit the need of the audience.	<ul style="list-style-type: none">• Says, "Please" and "Thank you" appropriately when communicating with caregiver or play partner.• Uses a higher tone and slows pace of communication with a younger classmate while helping them with a puzzle.• Quiets voice to a whisper when noticing a classmate is sleeping.
Follows typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaking about the topic or text being discussed).	<ul style="list-style-type: none">• Takes a turn in a conversation by answering a question when asked, and then asking a question in return.• Continues a conversation through multiple exchanges staying on topic.





Language and Literacy

1.e. Develops comprehension of read-aloud text.

Indicator	Example
Attends to language.	<ul style="list-style-type: none">• Soothes to a lullaby or familiar voice.• Smiles, coos, or wiggles when caregiver talks to them.
Shows interest in books, pictures, songs, and rhymes.	<ul style="list-style-type: none">• Looks at a book and helps turn the pages while listening to the caregiver read.• Makes hand motions while engaging with caregiver singing "The Wheels on the Bus."
Participates in book reading, storytelling, and singing.	<ul style="list-style-type: none">• Points to a picture of a dog and makes a barking noise or says, "Doggie."• Finishes a repeated sentence when an adult reads a familiar book.• Asks to sing their favorite song and claps while singing.
Demonstrates understanding of a read-aloud text by answering literal questions.	<ul style="list-style-type: none">• Says the name of the main character in response to teacher asking, "Who is in this story?"• Retells a portion of a familiar story when the teacher asks, "What happened at the end?"
Demonstrates understanding of a read-aloud text by answering inferential questions.	<ul style="list-style-type: none">• Responds, "He felt sad," when teacher asks, "How did the little pig feel when the wolf blew down his house?"• Responds, "They didn't have any glue!" when asked why the King's horses and King's men couldn't put Humpty Dumpty back together.





Language and Literacy

2.a. Develops awareness of syllables in spoken words.

Indicator	Example
Attends to language and sounds.	<ul style="list-style-type: none">• Stops or starts sucking in response to sound while feeding.• Turns to caregiver when they speak.• Moves arms and legs to music.
Vocalizes sounds.	<ul style="list-style-type: none">• Coos, "Ahh, ooo," when spoken to.• Babbles, "Ba, ba, ba."• Imitates speech sounds, "/p/, /m/, bbbbb."
Engages in back-and-forth interactions with caregiver.	<ul style="list-style-type: none">• Imitates caregiver smacking lips and takes turns making the sound.• Claps hands in response to caregiver clapping, pauses and claps again after caregiver claps.
Imitates and uses single words.	<ul style="list-style-type: none">• Says, "Mama" when caregiver says, "Say mama."• Points to a picture of a cup to indicate they are thirsty.• Uses the sign for <i>help</i> to tell adult they need help with their coat zipper.
Uses spoken words with meaning in phrases.	<ul style="list-style-type: none">• Points to toy car and says, "Blue car."• Tells adult, "I'm thirsty."
Recognizes individual words that make up a spoken sentence.	<ul style="list-style-type: none">• Claps for each word in a sentence.• Taps legs to the words of a story, song, or poem.
Blends and segments spoken compound words.	<ul style="list-style-type: none">• Puts together picture cards of a <i>door</i> and a <i>bell</i>. Then says, "Doorbell."• Says, "Snowman," when adult says, "What word does it make when you put together the word <i>snow</i> and the word <i>man</i>?"
Blends and segments syllables in spoken words.	<ul style="list-style-type: none">• Blends syllables to say the word, "Table," after the teacher says the word in two parts, "Ta - ble."• Says, "Foot and ball," after the teacher says, "What are the two parts of the word <i>football</i>?"



Language and Literacy

2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.

Indicator	Example
Attends to language and sounds.	<ul style="list-style-type: none"> Looks at caregiver’s mouth when they speak. Listens to caregiver talking, singing, or making silly sounds. Notices that a rattle makes sounds then shakes the rattle to make the sound again.
Vocalizes sounds.	<ul style="list-style-type: none"> Squeals. Babbles, “Ba, ba, ba.” Imitates speech sounds, “/p/, /m/, bbbbb.”
Engages in back-and-forth interactions with caregiver.	<ul style="list-style-type: none"> Imitates caregiver smacking lips and takes turns making the sound. Claps hands in response to caregiver clapping, pauses and claps again after caregiver claps.
Imitates and uses single words.	<ul style="list-style-type: none"> Says, “Mama” when caregiver says, “Say mama.” Points to a picture of a cup to indicate they are thirsty. Uses the sign for “help” to tell adult they need help with their coat zipper.
Uses spoken words with meaning in phrases.	<ul style="list-style-type: none"> Points to toy car and says, “Blue car.” Tells adult, “I’m thirsty.”
Recognizes words in spoken sentences.	<ul style="list-style-type: none"> Claps for each word in a sentence. Taps legs to the words of a story, song, or poem.
Segments syllables in spoken words.	<ul style="list-style-type: none"> Claps the syllables while listening or chanting classmates’ names. Segments the word <i>winter</i> into two parts during a language activity, “There is snow in the <i>win - ter</i>.”
Recognizes when the beginning sounds of words are the same or different.	<ul style="list-style-type: none"> Says, “<i>David</i> and <i>Dominic</i> start with the same sound.” Says, “<i>Jessica</i> and <i>Hannah</i> don’t sound the same at the beginning.” Gives thumbs up when asked, “Do <i>fish</i> and <i>frog</i> sound the same at the beginning?”
Isolates the initial sound in a spoken word.	<ul style="list-style-type: none"> Says, “My name is Michael. It says /m/ at the beginning.” Makes the sound /b/ when asked, “What is the first sound in the word <i>bat</i>?” Gives thumbs up when asked, “Do you hear the /d/ sound at the beginning of <i>dog</i>?”
Blends and segments onset and rime in a single-syllable spoken word.	<ul style="list-style-type: none"> Says, “Cup,” after the teacher prompts, “/c/ - <i>up</i>. What’s the word?” Segments the word <i>top</i> into two parts saying, “/t/ - <i>op</i>.” Says, “/c/,” in response to teacher prompt, “What’s the first sound of the word <i>car</i>?” Then says, “<i>ar</i>,” in response to teacher prompt, “What’s the last part of the word <i>car</i>?” Then says, “/c/ - <i>ar</i>,” when the teacher asks, “Can you say the word <i>car</i> in two parts?”



Language and Literacy

2.c. Develops understanding of rhyme.

Indicator	Example
Attends to language and sounds.	<ul style="list-style-type: none">• Turns to caregiver when they speak.• Moves arms and legs to music.
Vocalizes sounds.	<ul style="list-style-type: none">• Babbles, "Ba-ba-ba-ma, pa-duh-pa."• Makes or imitates play sounds like "vroom" for a car, "moo" for a cow, kiss sound when kissing a doll, or fire engine siren sound.
Engages in back-and-forth interactions with caregiver.	<ul style="list-style-type: none">• Imitates caregiver smacking lips and takes turns making the sound.• Claps hands in response to caregiver clapping, pauses and claps again after caregiver claps.
Recognizes familiar environmental sounds.	<ul style="list-style-type: none">• Says, "Fire truck," when fire truck passes nearby with the siren on.• Says, "Clean up time," when transition song plays.
Distinguishes between sounds that are the same and different.	<ul style="list-style-type: none">• Says, "Moo," when asked what sound a cow makes and says, "Neigh," when asked what sound a horse makes.• Gives a thumbs up when asked if /s/ and /s/ are the same and gives a thumbs down when asked if /s/ and /b/ are the same.
Repeats rhyming words.	<ul style="list-style-type: none">• Repeats rhyming words that are part of a song or nursery rhyme.• Repeats, "Dog, log."
Identifies rhyming words.	<ul style="list-style-type: none">• Gives a thumbs up when asked if <i>bat</i> and <i>cat</i> rhyme.• Points to the <i>cake</i> and <i>rake</i> pictures when given three pictures: <i>cake</i>, <i>rake</i>, and <i>dog</i>.





Language and Literacy

3.a. Develops knowledge of print organization.

Indicator	Example
Demonstrates interest in books.	<ul style="list-style-type: none">• Touches, mouths, and looks at books.• Attends to shared book reading.
Selects books for adult to read.	<ul style="list-style-type: none">• Points to preferred book when offered a choice between two.• Brings book to caregiver to read.
Shows an understanding of book covers by self-selecting books to explore independently.	<ul style="list-style-type: none">• Picks up a book with dogs pictured on the cover and puts it on the floor. Picks up another book with trucks on the cover and takes to the beanbag chair to read.
Orients books correctly and turns pages when “reading” from beginning to end.	<ul style="list-style-type: none">• Turns a book right side up if upside down.• Starts at the first page of the story and turns pages while pretending to read the story to a baby doll.
Knows some characteristics of books, such as cover, author and illustrator.	<ul style="list-style-type: none">• Says, “They draw the pictures,” when teacher asks, “What is the illustrator’s job?”• Signs, “I want to read the book about the big bear and little mouse. It’s the one with the strawberry on the cover.”
Demonstrates understanding of book and print organization in nonfiction and fiction books.	<ul style="list-style-type: none">• Looks in non-fiction book to identify an insect found on the playground.• Moves pointer from left to right over words in a big book while teacher is reading the story.





Language and Literacy

3.b. Develops knowledge of the alphabet.

Indicator	Example
Notices when adult points to print.	<ul style="list-style-type: none"> • Pats the pages of the book as caregiver reads and points to the words. • Visually tracks teacher's finger when the teacher is pointing to the print while reading aloud.
Says the names of some letters by rote (without print).	<ul style="list-style-type: none"> • Sings or signs the alphabet song. • Repeats the letters in their name.
Recognizes first letter and sound of own name and names a few letters in own name.	<ul style="list-style-type: none"> • Points to the letters <i>J</i> and <i>N</i> on a puzzle and says, "<i>J, N</i> those letters make my name <i>Ja'Quon</i>." • Looks for first letter of own name in ABC book. • Plays with magnetic letters of own name on a tray and names some of the letters.
Recognizes some letters and their sounds in addition to those in first name.	<ul style="list-style-type: none"> • Sees the letter <i>E</i> and says, "Ezra, that's your name." • Points out letter <i>S</i> on a stop sign. • Moves arms to make an <i>X</i> and asks, "Is this an <i>X</i>, /ks/?"
Demonstrates understanding that letters can be uppercase and lowercase.	<ul style="list-style-type: none"> • Says, "This is a big <i>A</i>, and this is a little <i>a</i>," pointing to the letters. • Matches upper case and lower-case letters when playing with letter manipulatives.
Identifies and names 18 uppercase and 15 lowercase letters.	<ul style="list-style-type: none"> • Points to and says the names of letters in environmental print.





Language and Literacy

4.a. Develops understanding that writing represents spoken language.

Indicator	Example
Tracks objects visually and focuses on an object or person. ⁹	<ul style="list-style-type: none">• Follows moving objects with eyes.• Regards own hands.• Reaches for a toy.• Looks at book as caregiver reads.
Notices familiar environmental signs and symbols.	<ul style="list-style-type: none">• Recognizes a stop sign or logo of familiar store or restaurant.
Scribbles or makes marks.	<ul style="list-style-type: none">• Makes broad strokes with paint brush, markers, or crayons.• Makes a drawing with fingers in sand.• Scribbles at an easel or on the sidewalk using chalk.
Imitates adults reading and writing.	<ul style="list-style-type: none">• Pretends to read to stuffed animal by pointing to pictures and turning the pages of a book.• Pretends to type a text message on toy phone.• Scribble writes a grocery list.
Recognizes that print conveys a message.	<ul style="list-style-type: none">• Makes a painting and says to the teacher, "Can you write my name on it, so we know it's mine?"• Points to the caregiver's notebook and asks, "What are you writing?"
Interprets own writing for others.	<ul style="list-style-type: none">• Holds up a card she made and says, "This says I love you Mommy!"• Scribble writes a shopping list then "reads" it to a friend.
Uses a combination of drawing, dictating, and emergent writing for a variety of purposes.	<ul style="list-style-type: none">• Draws a picture to show what they did on the playground and writes some letter approximations to describe it.• Creates a menu with letters and/or letter approximations for each item.• Draws a picture then describes the picture to the teacher so he can write the description on the paper.



Language and Literacy

4.b. Draws and writes using increasingly sophisticated grasp.

Indicator	Example
Transfers objects from one hand to the other.	<ul style="list-style-type: none">• Transfers a music shaker from one hand to the other.
Holds object with one hand while the other manipulates the object.	<ul style="list-style-type: none">• Holds a board book and turns a page.• Holds a small box with one hand and reaches inside with the other hand.
Makes marks and scribbles using a fist to hold writing tool against the palm of the hand (palmar grasp).	<ul style="list-style-type: none">• Uses a crayon to make marks on a piece of paper.• Draws squiggly lines on the sidewalk with chalk.
Scribbles and draws using thumb and fingers (five-finger grasp) of one hand to hold writing tool.	<ul style="list-style-type: none">• Holds crayon with thumb and fingers of one hand while pretending to write own name using scribbles.
Imitates drawing prewriting strokes (, -, +, O) using an inconsistent three- or four-finger grasp of dominant hand to hold a writing tool.	<ul style="list-style-type: none">• Draws a circle after watching someone else do it using four-finger grasp of dominant hand.• Copies a series of lines and symbols after teacher models it.
Copies letters of own name and other meaningful words with letter approximations and some actual letters using a stable three-finger grasp.	<ul style="list-style-type: none">• Copies the word stop from stop sign on classroom door.• Copies own name on sign-in sheet when entering the classroom.
Prints letters of own name with letter approximations and some actual letters using a stable three-finger grasp.	<ul style="list-style-type: none">• Holds writing tool with a stable three-finger grasp and writes name using some letter approximations on a picture.





Mathematics

Strand	Standard Statements
1. Number Sense	a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order. b. Develops understanding of one-to-one correspondence and cardinality. c. Develops ability to subitize small quantities. d. Develops ability to recognize and name written numerals.
2. Number Relationships and Operations	a. Develops understanding of number relationships and operations.
3. Measurement	a. Develops knowledge of measurement to compare and describe objects. b. Develops the ability to sort. c. Develops understanding of patterns.
4. Geometry	a. Develops ability to recognize shapes and their attributes. b. Develops understanding of spatial relationships.

Indicators are listed in the order in which the skill or knowledge typically develops, beginning with the earliest indicator on top (infant, in most cases) through the end of preschool at the bottom.

The **Mathematics** domain includes standards within the strands of Number Sense, Number Relationships and Operations, Geometry, and Measurement. It is essential that children leave preschool having developmental experiences with counting using the number sequence, as numbers are central to all of mathematics.¹⁰ Mathematics has many connections to the other domains of growth and development, such as language, and the ability to recall information from memory. Mathematical ideas and skills developed through everyday experiences in early childhood serve as a foundation for later learning and everyday life.





Mathematics

1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.

Indicator	Example
Recognizes and communicates some number words.	<ul style="list-style-type: none">• Holds up one finger or tries to communicate <i>one</i> when asked, "How old are you?"• Holds up two fingers or communicates <i>two</i> on second birthday.• Sings some number words during a counting song.
Recites small parts of the counting sequence.	<ul style="list-style-type: none">• Says, "One, two, three, jump!" and then jumps.• Says, "One, two, one, two," while playing with toys.
Recites the counting sequence up to five with some errors.	<ul style="list-style-type: none">• Recites or signs, "One, two, three, five."• Says, "One, two, five blast off!"
Recites the counting sequence to five accurately and beyond five with some errors.	<ul style="list-style-type: none">• Says, "One, two, three, four, five," while waiting in line to wash hands.• Recites, "One, two, three, four, five, nine, ten."• Signs, "One, two, three, four, five, six, seven."
Recites the counting sequence to 10 by ones accurately and beyond 10 with some errors.	<ul style="list-style-type: none">• Chants one to ten in order while marching.• Signs the numbers one to ten accurately.• Attempts to sing one to 20 but some numbers in the teens are out of order.
Recites the counting sequence to 20 by ones in order accurately.	<ul style="list-style-type: none">• Recites or signs the numbers one to 20 accurately.





Mathematics

1.b. Develops understanding of one-to-one correspondence and cardinality.

Indicator	Example
Discriminates and compares quantities of objects.	<ul style="list-style-type: none">• Holds one block in each hand and drops one when offered a third block.• Sees peer who has two crackers, one in each hand. Then looks at own hand with one cracker and reaches for another cracker.
Shows awareness or attends to quantities when interacting with objects.	<ul style="list-style-type: none">• Communicates, "More," and "All gone," when they have eaten all of their food.• Stops adding blocks to the container once it is full.
Uses words or actions to demonstrate awareness of quantities.	<ul style="list-style-type: none">• Uses words such as <i>one</i>, <i>two</i>, <i>three</i> while picking out crayons for coloring.• Asks for more play dough and becomes upset when there is no more.• Communicates, "A lot," when looking at many blocks.
Uses number words or signs to count the items in small groups of one to four objects.	<ul style="list-style-type: none">• Reaches into bowl and takes out one carrot when the teacher says, "Just take one."• Starts counting with <i>one</i> sometimes pointing to the same item twice when counting.• Counts four crackers to match the picture cue card.
Uses number words or signs to count up to 10 objects, people, or events to determine how many.	<ul style="list-style-type: none">• Counts the number of cars on the rug. "One, two, three, four, five, six."• Counts out napkins for snack time, saying a number aloud while placing each one on the table.• Counts the number of children in dramatic play center to find out if there is room for him to join.
Understands that the last number spoken tells the number of objects counted.	<ul style="list-style-type: none">• Moves an equivalent number of steps indicated on a large number cube, during gross motor play.• Says, "Ten napkins," when asked how many napkins were passed out for snack.• Counts the crayons in a box, "One, two, three, four, five, six, seven, eight." Then says, "Eight," when asked how many crayons are in the box.



Mathematics

1.c. Develops ability to subitize small quantities.

Indicator	Example
Attends to quantity and notices when objects are added or removed.	<ul style="list-style-type: none">Tracks toys with eyes as they are added to the playmat during tummy time.Cries when toys are removed from the playmat and reaches for one.
Recognizes a single item as "one."	<ul style="list-style-type: none">Takes one muffin from the basket when the teacher says, "Just take one."Says or signs, "One" when the teacher holds up a ball and asks, "How many balls do you see?"
Recognizes a set of one to three items or events and can tell how many without counting.	<ul style="list-style-type: none">Rolls die and says, "Three" upon seeing 3-dot configuration.Comments that peer took two cookies.Says how many blocks high the tower of three blocks is without counting.
Identifies without counting small quantities of up to five items.	<ul style="list-style-type: none">Says, "That car has four wheels," without counting each wheel.Recognizes five fingers without counting.Signs, "Three friends are waiting for the swing," without counting.

1.d. Develops ability to recognize and name written numerals.

Indicator	Example
Recognizes a few written numerals.	<ul style="list-style-type: none">Points to the number one on a clock and signs, "One."Points to numerals in a book as the caregiver names them.
Names a few written numerals.	<ul style="list-style-type: none">Names numerals on spinner while playing game.Plays with magnetic numbers and says, "Two," when moving the number two.
Associates a quantity with written numerals up to five.	<ul style="list-style-type: none">Matches number and quantity picture cards.Takes five blocks to build a tower when shown the number five.
Names some written numerals one to 10.	<ul style="list-style-type: none">Names numbers to eight while putting together a number puzzle.Places markers on a bingo card that match the numbers being called out, which are all between one and ten.Jumps on the correct number when the teacher calls it out.



Mathematics

2.a. Develops understanding of number relationships and operations.

Indicator	Example
Notices changes in quantity of objects (especially ones that can be detected visually with ease).	<ul style="list-style-type: none">• Adds balls to a container and dumps when full.• Holds a cracker in one hand and smiles when given a second cracker for the empty hand.
Uses words or actions that show understanding of the concepts of more, all, and/or none.	<ul style="list-style-type: none">• Communicates, "All gone!" when the bowl is empty.• Signs, "More," when the adult brings out more balls.
Demonstrates understanding that adding objects to a group will make a bigger group.	<ul style="list-style-type: none">• Adds more teddy bear counters to a collection of counters, and indicates, "I have more."• Has one slice of apple on their plate, adds another slice of apple and communicates, "Two."
Demonstrates understanding that taking away objects will make a smaller group.	<ul style="list-style-type: none">• Says, "I won't have as many then," after teacher says, "You have five cars. You can give one to a friend."
Compares two small groups of objects (up to five) by matching or counting using language such as, "More than," "Less than," or "Same," to describe the relationship between the groups.	<ul style="list-style-type: none">• Realizes there are more napkins than spoons while setting the table and gets more spoons.• Hands a friend two markers and keeps two markers then says, "We have the same."• Points to the column that has fewer when looking at a graph of favorite foods: apples and bananas.
Understands that a group of objects can be taken apart into smaller groups and combined into one group.	<ul style="list-style-type: none">• Counts the number of boys and the number of girls present and then counts boys and girls to find out how many children are there altogether.
Adds and subtracts within a total set of up to six concrete objects.	<ul style="list-style-type: none">• Accurately states the number of monkeys, taking away one monkey with each verse while singing "Five Little Monkeys" and acting out with little toy monkeys.• Signs, "Six," when asked, "Right now there are five people at our snack table. How many people will be here if Lilly comes?"



Mathematics

3.a. Develops knowledge of measurement to compare and describe objects.

Indicator	Example
Explores objects.	<ul style="list-style-type: none">• Brings a teething ring to their mouth.• Drops a stuffed animal and watches it fall.• Bangs a toy.
Shows awareness of the size or length of objects using words or actions.	<ul style="list-style-type: none">• Drops smaller ball to pick up a bigger ball that caregiver rolls to her.• Signs, "Mama," when referring to big animals and signs, "Baby," when referring to the small animals.
Describes objects by measurable attributes (e.g., size, length, and weight) using words such as, "Big," "Small," "Heavy," and "Long," but not always correctly.	<ul style="list-style-type: none">• Attempts to pick up a box with toys and communicates, "Heavy."• Communicates, "Big ball" when adult rolls a ball to him.• Says, "This balloon is light."
Describes and compares objects using measurable attributes (e.g., length, size, and weight) using words such as, "Bigger," "Smaller," "Heavier," and "Longer."	<ul style="list-style-type: none">• Lays two different size blocks side-by-side and says, "This one's bigger," pointing to the longer block.• Uses a measuring tape to pretend to measure objects in the classroom while making comments about difference in size of objects saying things like, "The window is smaller than the table."
Orders objects according to observable differences in their attributes (e.g., biggest to smallest).	<ul style="list-style-type: none">• Lines up five cars by observable length shortest to longest.





Mathematics

3.b. Develops the ability to sort.

Indicator	Example
Notices differences between familiar and unfamiliar people, objects, and places.	<ul style="list-style-type: none">Looks back and forth between caregiver who is wearing glasses and one who is not, then reaches for the glasses.Notices when a different caregiver enters the room.
Matches two objects that are the same and selects similar objects from a group.	<ul style="list-style-type: none">Matches two identical fire trucks.Points out that Seema and Jackson both have blue plates at the lunch table.Removes all the red blocks from the bucket of blocks, with help.
Sorts objects into two or more groups by their similarities or differences.	<ul style="list-style-type: none">Puts toy cars in one pile and airplanes in another.Places all the red pegs in one bowl, the white pegs in another bowl and the green pegs in a third bowl.Sorts blocks into three piles: cylinders, rectangular prisms, and cubes.
Sorts and classifies objects by one or more attributes (e.g., color, size, shape).	<ul style="list-style-type: none">Sorts red and blue counting bears into two piles, and then separates the bigger bears from the smaller bears in each group.Sorts blocks by shape for storing on block shelf at clean-up time and says, "I put all of the round blocks together."

3.c. Develops understanding of patterns.

Indicator	Example
Initiates repeated movements.	<ul style="list-style-type: none">Makes cooing sound repeatedly when interacting with an adult.Kicks several times at a cloth book with crinkly paper inside that makes noise.
Copies a repeating pattern.	<ul style="list-style-type: none">Moves arms along with teacher singing, "Head, shoulders, knees, and toes."Uses colored pattern blocks to copy a pattern picture.States a repeating pattern in a rhyming game, "Blue shoe, blue shoe, who's it? Not you!"
Recognizes, duplicates, and extends simple patterns (i.e., ABAB) using attributes such as color, shape, or size.	<ul style="list-style-type: none">Places the bears in a row of big, little, big, little following the teacher's model.Notices alternating pattern in the floor tiles and points it out to a friend.



Mathematics

4.a. Develops ability to recognize shapes and their attributes.

Indicator	Example
Explores properties of objects.	<ul style="list-style-type: none">• Brings a teething ring to their mouth.• Drops a stuffed animal and watches it fall.• Bangs a toy.
Matches shapes/objects that are visually similar in any way.	<ul style="list-style-type: none">• Fits the round puzzle piece in the round space on the puzzle board.• Puts the triangle block into the matching triangle space in a shape sorter toy.
Recognizes basic shapes (i.e., circle, triangle, square or rectangle of different sizes).	<ul style="list-style-type: none">• Points to the correct shape on a puzzle when teacher asks, "Where is a square?"• Finds things in the environment that are circles, such as breakfast plates, the bottom of cups, tires, and the end of a garden hose.• Covers correct shapes that are called out loud while playing a game of shape bingo.
Understands and uses names of shapes when identifying objects.	<ul style="list-style-type: none">• Names the circle, square, and triangle shapes while working with a puzzle.• Asks a friend, "Can I have another square block?"• Points to a poster and says, "That's a rectangle."
Uses 2D and 3D objects to represent real-world objects.	<ul style="list-style-type: none">• Identifies an orange as a ball at lunch time.• When building a castle with blocks, uses a round block for the tunnel.• Uses a plate as a steering wheel.
Recognizes and compares shapes of different sizes and orientations.	<ul style="list-style-type: none">• Says, "This block is a rectangle like the door."• Identifies the cookie and the plate it's on are both circles.
Uses shapes to create objects or pictures.	<ul style="list-style-type: none">• Creates a picture of a house using some basic shapes such as a rectangle for the building and a triangle for the roof and a circle for the sun.• Glues two circles and a rectangle together on a piece of paper to make a car.





Mathematics

4.b. Develops understanding of spatial relationships.

Indicator	Example
Explores movement of own body and objects in surrounding environment.	<ul style="list-style-type: none">• Watches children move through the room.• Drops a teddy bear and watches it fall.• Moves body through space by rolling, rocking, or crawling.
Explores and demonstrates how things fit and move in space.	<ul style="list-style-type: none">• Pushes different toy cars on rug and watches each one come to a stop.• Turns shapes different ways to try to make them fit in a shape sorter toy.• Completes a puzzle with a few interlocking pieces.
Responds to and begins to use words or actions that describe the position or direction of an object.	<ul style="list-style-type: none">• Says, "It fell down," when a friend knocks down the block tower.• Looks under the table when caregiver says, "Can you pick up the fork that fell under the table?"
Shows understanding of positions in space by using position words (prepositions) and by following directions from an adult.	<ul style="list-style-type: none">• Says, "Sit down next to me."• Navigates an obstacle course when the adult says, "Go under the bridge, and then go around the climber."• Signs, "We keep the car inside the garage."





Physical Development and Wellness

Strand	Standard Statements
1. Motor Development	<ul style="list-style-type: none">a. Develops competency in a variety of locomotor skills and non-locomotor skills.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.c. Develops oral motor skills.d. Uses senses to guide movement and interactions with objects and other people.
2. Wellness	<ul style="list-style-type: none">a. Develops knowledge about the body, its parts, and how it functions.b. Demonstrates personal health and self-care practices with increasing independence.c. Consumes healthy food and develops healthy eating habits.d. Develops healthy sleep and rest behaviors.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.f. Demonstrates increasing understanding of safety practices and behaviors.

Indicators are listed in the order in which the skill or knowledge typically develops, beginning with the earliest indicator on top (infant, in most cases) through the end of preschool at the bottom.

The **Physical Development and Wellness** domain addresses locomotor and non-locomotor skills and health practices that are essential for children’s overall development. Each child develops following a common trajectory but with individual differences in the rate of development.¹¹ The strands, Motor Development and Wellness, are skills that children develop when engaged in daily, sustained opportunities for play, both indoors and outdoors. The standards describe the development of large and small muscles, along with healthy habits such as self-care, nutrition, rest behaviors, and safety practices. These skills become part of children’s daily routines and include the ability to produce movements, to touch, grasp, and manipulate objects, and to engage in activities safely.





Physical Development and Wellness

1.a. Develops competency in a variety of locomotor and non-locomotor skills.

Indicator	Example
Begins to move head, arms, legs, and trunk.	<ul style="list-style-type: none">• Lifts head while on tummy.• Attempts to roll from stomach to back.• Hugs stuffed toy to chest.
Moves head, arms, legs, and trunk with purpose.	<ul style="list-style-type: none">• Pushes up chest when on tummy using forearms then straight arms.• Reaches for toy while sitting.• Scoots body attempting to move toward a caregiver.
Explores new body positions and movements.	<ul style="list-style-type: none">• Rocks back and forth on elbows then hands and knees.• Sits without support while playing with a toy.• Moves from sitting to belly or to hands and knees.• Claps hands together in excitement about a song.
Moves the whole body to achieve a goal.	<ul style="list-style-type: none">• Crawls then pulls up on furniture and cruises by sidestepping furniture.• Moves whole body to reach a toy.• Dances to the Chicken Dance.
Stands independently.	<ul style="list-style-type: none">• Gets to standing position without support.• Stands alone briefly at the sensory table.
Expands use of different body positions and movements (e.g., walking, turning, running, jumping) with coordination and balance.	<ul style="list-style-type: none">• Takes independent steps.• Squats to pick up another block to add to the pile already collected.• Turns in a circle.
Demonstrates locomotor and non-locomotor skills with control, coordination, and balance both with and without objects.	<ul style="list-style-type: none">• Stands on one foot to step over a big puddle.• Kicks a ball back to the teacher.• Walks up or down steps using side-step and holding on to the rail one step at a time.• Bends, twists, and stretches when following the adult doing exercises.



Physical Development and Wellness

1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.

Indicator	Example
Tracks objects visually and focuses on an object or person. ¹²	<ul style="list-style-type: none"> • Watches their own hands move. • Turns head and watches mom come in the door. • Watches rattle with both eyes moving together while caregiver moves it from side to side. • Looks at a small piece of cereal.
Uses one hand to swipe at, reach for, and grasp at objects.	<ul style="list-style-type: none"> • Wraps fingers around adult’s finger when placed in child’s palm. • Bats at a dangling toy.
Uses one or both hands to reach for, hold, shake, and release objects.	<ul style="list-style-type: none"> • Grasps a rattle using the whole hand and shakes it. • Holds a stuffed animal with both hands and brings it to chest. • Bangs a sippy cup on a table.
Coordinates hands and eyes to use hand or hands in a specific way, to reach for and hold steady objects, and to move objects. ¹³	<ul style="list-style-type: none"> • While holding a block in one hand, reaches for another block with free hand. • Picks up cereal between pads of thumb and index finger. • Transfers a music shaker from one hand to the other. • Points to block tower with index finger then knocks it over.
Accomplishes a variety of tasks or actions with the coordinated use of arms, hands, and fingers.	<ul style="list-style-type: none"> • Turns pages in a board book. • Places pop beads into a container and then dumps it out on floor. • Uses a fork to eat macaroni. • Holds up three fingers and says, “Three.”
Performs tasks requiring precise movements by coordinating the use of hands, fingers, and wrists to manipulate objects and tools.	<ul style="list-style-type: none"> • Strings beads to make a necklace. • Snaps button on pants. • Uses scissors to cut shapes with the other hand holding the paper. • Prints letters using a stable three-finger grasp.

Note: Grasp development is in Language and Literacy standard 4.b.





Physical Development and Wellness

1.c. Develops oral motor skills.

Indicator	Example
Uses mouth and tongue to explore objects.	<ul style="list-style-type: none">• Brings teether to mouth to explore the bumpy texture.• Uses upper lip to clean food off spoon.
Takes and chews small bites/pieces of finger food.	<ul style="list-style-type: none">• Chews small pieces of food with different textures such as crackers, bits of cheese, and chunks of banana.• Takes a bite from a piece of bread.
Coordinates sipping, chewing, and swallowing.	<ul style="list-style-type: none">• Alternates taking a drink from a cup with taking food from spoon or fork, chewing, and swallowing.• Drinks through a straw.
Demonstrates complex oral motor skills.	<ul style="list-style-type: none">• Blows bubbles.• Blows through a toy kazoo.• Speaks clearly enough so an unfamiliar adult is able to understand.• Attempts to say a tongue twister like Peter Piper.





Physical Development and Wellness

1.d. Uses senses to guide movement and interactions with objects and other people.

Indicator	Example
Uses senses to explore objects.	<ul style="list-style-type: none">• Explores toys and other objects in the environment with mouth.• Follows shadows with eyes or by turning head.• Shakes a rattle repeatedly to make the sound continue.
Uses depth perception to guide movements.	<ul style="list-style-type: none">• Moves around toys and other children while moving across the room to caregiver.• Scans the room for obstacles before moving across the room.• Recognizes a change in depth when approaching stairs and slows down.
Uses trial and error to discover how the body fits and moves through space.	<ul style="list-style-type: none">• Crawls over a cushion to get a toy.• Fits self into large cardboard box.• Changes from a bear crawl to hands and knees to move through a tunnel.
Interacts with objects or materials in different ways based on perceptual information about the objects or materials. ¹⁴	<ul style="list-style-type: none">• Holds heavier objects closer to body.• Walks slower on mulch than on concrete.• Slows to carry a cup of water to the table to keep the water from spilling.
Demonstrates spatial awareness that allows for coordinated movements, actions, and interactions with others.	<ul style="list-style-type: none">• Moves from walking in the middle of the hall toward one wall as another class approaches.• Runs around cones, sandbox, and swings while playing outside.





Physical Development and Wellness

2.a. Develops knowledge about the body, its parts, and how it functions.

Indicator	Example
Shows awareness of own body.	<ul style="list-style-type: none">• Sucks on toes, hands, and fingers.• Grabs feet and rolls side to side.• Touches face while looking in a mirror.
Points to basic body parts when asked.	<ul style="list-style-type: none">• Points to head, eyes, ears, mouth, and nose, or when listening to Head Shoulders Knees, and Toes.• Points to doll's leg when asked.
Names, points to, and moves body parts when asked.	<ul style="list-style-type: none">• Says, "I hurt my knee," and points to scraped knee.• Moves appropriate body parts when playing Simon Says.
Identifies and describes the functions of body parts.	<ul style="list-style-type: none">• Signs, "My legs help me run fast!"• Says, "I see with my eyes and I hear with my ears."





Physical Development and Wellness

2.b. Demonstrates personal health and self-care practices with increasing independence.

Indicator	Example
Communicates a need for care.	<ul style="list-style-type: none"> • Cries when hungry. • Fusses when diaper needs changed.
Settles down and falls asleep after a familiar sleep routine.	<ul style="list-style-type: none"> • Calms body and falls asleep when swaddled with blanket and laid in crib. • Closes eyes and is quiet on cot after caregiver reads a book, turns on soft music, and turns off the lights.
Cooperates in dressing, eating, and basic hygiene.	<ul style="list-style-type: none"> • Assists in putting arms in sleeves of coat when dressing for outdoors. • Uses fingers to eat cereal or crackers. • Claps hands in running sink water while adult helps to wash hands.
Participates in personal care tasks (e.g., handwashing, dressing, dental care).	<ul style="list-style-type: none"> • Tries to blow when adult holds tissue to nose. • Puts on coat to go outside and attempts to zip coat. • Attempts to brush teeth after toothpaste is applied to the toothbrush.
Initiates personal care tasks (e.g., handwashing, dressing, toileting).	<ul style="list-style-type: none"> • Indicates need to use the bathroom and asks adults for help with buttons before using the bathroom. • Gets a tissue after sneezing. • Asks for help putting on socks.
Completes personal care tasks independently (e.g., handwashing, dressing, toileting).	<ul style="list-style-type: none"> • Washes hands thoroughly with soap and water and dries with a paper towel after using the toilet. • Uses the restroom on own without adult reminder. • Puts on coat and snowpants.





Physical Development and Wellness

2.c. Consumes healthy food and develops healthy eating habits.

Indicator	Example
Participates in feeding routines.	<ul style="list-style-type: none"> • Cries when hungry and calms once eating. • Attempts to hold bottle during feeding.
Shows interest and tries new foods when offered.	<ul style="list-style-type: none"> • Reaches for the spoon after trying a mashed banana. • Kicks feet in highchair when caregiver says, "I have something yummy to eat!"
Communicates to adults when hungry, thirsty, or has had enough to eat.	<ul style="list-style-type: none"> • Shakes head, "No," when offered more to eat. • Signs, "Water," after playing outside to request a drink.
Consumes a variety of nutritious foods from all food groups.	<ul style="list-style-type: none"> • Tries each of the different foods offered on the plate at mealtime.
Distinguishes nutritious from non-nutritious foods.	<ul style="list-style-type: none"> • Creates a collage of healthy foods by sorting healthy and non-healthy food pictures. • Pretends to grocery shop and picks the fruits and veggies when asked to get healthy foods.
Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	<ul style="list-style-type: none"> • Says, "My body needs water to be healthy." • Tells teacher, "I eat carrots to help my eyes." • Signs, "Milk makes my bones strong."





Physical Development and Wellness

2.d. Develops healthy sleep and rest behaviors.

Indicator	Example
Participates in periods of sleep and wakefulness.	<ul style="list-style-type: none"> • Sleeps every few hours during the day.
Settles down and falls asleep after a familiar sleep routine.	<ul style="list-style-type: none"> • Calms body and falls asleep when swaddled with blanket and laid in crib. • Closes eyes and is quiet on cot after caregiver reads a book, turns on soft music, and turns off the lights.
Rests or naps for periods during the day with assistance from adult.	<ul style="list-style-type: none"> • Takes off shoes and lays on cot that teacher sets out after lunch. • Follows teacher direction to look at a book quietly after outdoor play.
Recognizes and communicates being tired or needing to take a break from activity.	<ul style="list-style-type: none"> • Rubs eyes and says, "I'm tired." • Asks for favorite blanket and goes to cozy corner in the classroom. • Goes to the bench to sit and take a break from playing chase.

2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.

Indicator	Example
Interacts with adults in physical activities.	<ul style="list-style-type: none"> • Kicks arms and legs toward toy caregiver is holding. • Kicks legs in highchair while waiting for infant cereal.
Participates in active physical play using simple movement skills.	<ul style="list-style-type: none"> • Crawls and climbs over and under. • Claps hands and stomps feet to participate in movement songs.
Participates in a variety of physical activities throughout the day.	<ul style="list-style-type: none"> • Pedals the tricycle around the gym. • Climbs up the ladder of the slide.
Participates in structured and unstructured physical activity that promotes aerobic activity, muscle strengthening, and bone strengthening.	<ul style="list-style-type: none"> • Runs while playing chase with friends on the playground. • Moves quickly through an obstacle course set up by the teacher. • Dances to a fast song at group time.
Demonstrates basic understanding that physical activity helps the body grow and be healthy.	<ul style="list-style-type: none"> • Says, "Running fast makes my heart strong."



Physical Development and Wellness

2.f. Demonstrates increasing understanding of safety practices and behaviors.

Indicator	Example
Responds differently to familiar and unfamiliar people, environments, or experiences.	<ul style="list-style-type: none">Startles at loud noise.Seeks comfort from a parent when distressed.Crawls away from an unfamiliar person.
Cooperates and/or stops a behavior in response to a direction regarding safety.	<ul style="list-style-type: none">Stops putting a non-food item in mouth when asked.Stops throwing sand when an adult says, "No throwing sand."
Follows basic safety rules with few adult reminders.	<ul style="list-style-type: none">Turns body around to go feet first down the slide.Joins other children in line during a fire drill.Holds scissors with pointed end down while walking.
Communicates the importance of safety rules and consequences.	<ul style="list-style-type: none">Says, "Don't run in the classroom. You could get hurt or hurt a friend."Points to a picture of a police officer and says, "They help you when you are lost."





Science

Strand	Standard Statements
1. Science Inquiry and Application	a. Explores and investigates objects and events in the environment. b. Develops ability to reason about cause and effect.

Indicators are listed in the order in which the skill or knowledge typically develops, beginning with the earliest indicator on top (infant, in most cases) through the end of preschool at the bottom.

The **Science** domain consists of one strand: Science Inquiry and Application. “Research shows that children have an innate sense of scientific inquiry.”¹⁵ The foundational skills of exploration, investigation, and reasoning in this domain invite unlimited opportunities for science instruction and experiences to be connected to children’s interests and abilities. Examples in this domain illustrate how the indicators can relate to science disciplines including earth, life, and physical sciences.





Science

1.a. Explores and investigates objects and events in the environment.

Indicator	Example
Observes and explores objects using the senses and a variety of simple actions (holding, kicking, manipulating).	<ul style="list-style-type: none"> • Explores toys and other objects in the environment with mouth. • Looks at, smiles, coos, or babbles when a toy comes into view. • Follows shadows with eyes or head.
Intentionally explores and manipulates objects to discover what happens and how things work.	<ul style="list-style-type: none"> • Pushes a toy car up a ramp then lets go to watch it slide down. • Drops mulch from different heights and positions on a slide. • Digs for rocks and piles them on the ground. • Shakes an instrument repeatedly to make the sound continue.
Engages in focused observations and purposeful explorations of objects and events in the environment.	<ul style="list-style-type: none"> • Watches the birds at the birdfeeder. • Uses a measuring cup to scoop water into another container.
Asks questions about objects and events in the environment and engages in sustained and complex manipulation of objects.	<ul style="list-style-type: none"> • Asks, "How did the caterpillar become a butterfly?" • Asks, "What happened to the snow?" when it started to melt. • Notices that the shadows from playground equipment change from earlier in the day to later in the day and asks, "Why?" • Experiments with pouring water into different sized containers over several days at the water table.
Engages in investigations, makes comparisons between two or more items or events, and makes predictions based on previous observations.	<ul style="list-style-type: none"> • While playing at the water table, says, "I gotta fill the bottle. I need one of those (pointing to a funnel) or it will spill." • Experiments with making different sounds and patterns by using various objects as drums and notices that bigger objects make lower sounds than smaller objects.





Science

1.b. Develops ability to reason about cause and effect.

Indicator	Example
Repeats simple actions to make things happen.	<ul style="list-style-type: none">• Explores objects by mouthing, banging, shaking, or hitting them.• Kicks a mobile repeatedly to make it move.• Bats or kicks at water to make a splash.
Repeats an action to cause a known reaction.	<ul style="list-style-type: none">• Pushes light switch on and off.• Shakes a toy to hear the sound.• Pushes button on toy for characters to pop-up.
Purposefully acts on objects to make things happen.	<ul style="list-style-type: none">• Drops a ball from different heights and positions watching the bounce change.• Pulls a string attached to a toy to bring the toy closer.
Demonstrates understanding that events have a cause.	<ul style="list-style-type: none">• Says, "Lucile fall down," when seeing a peer crying.• Blows through a bubble blowing wand to produce bubbles.
Makes predictions based on actions on objects to cause an effect.	<ul style="list-style-type: none">• Predicts marble will move fast through the tunnel when one end is raised.• Responds, "It won't be yellow anymore," when teacher asks, "What would happen if we add blue paint to the yellow paint?"• Points to the dark thunderclouds and says, "It's going to rain."
Makes inferences, generalizations, and explanations (may not be correct) based on prior knowledge or evidence.	<ul style="list-style-type: none">• Says, "The bee will sting you if it gets too close."• Plants seeds and says, "Now we have to wait for it to grow."• Picks up a large rock and says, "This is as heavy as my baby brother."





Social and Emotional Development

Strand	Standard Statements
1. Self-Awareness	a. Develops and expands understanding of oneself as a unique person. b. Develops understanding of emotions.
2. Self-Regulation	a. Begins to manage emotions and actions.
3. Social Awareness	a. Develops empathy toward and understanding of others.
4. Relationship Skills	a. Develops secure, trusting relationships with adults. b. Develops socially competent behaviors with peers. c. Develops ability to use simple strategies to resolve conflicts with peers.

Indicators are listed in the order in which the skill or knowledge typically develops, beginning with the earliest indicator on top (infant, in most cases) through the end of preschool at the bottom.

The **Social and Emotional Development** domain involves skills that reflect children’s emotional growth and their growing ability to successfully navigate their social worlds through interactions with adults and peers. This domain includes a focus on children’s developing abilities to recognize oneself as a unique person, understand emotions, develop empathy, develop secure, trusting relationships with adults, and other relationship skills with peers. The strands include Self-Awareness, Self-Regulation, Social Awareness, and Relationship Skills. Research indicates that early skills in the areas of social and emotional development in early childhood are foundational to children’s long-term academic, executive function, employment, and social success.^{16 17}





Social and Emotional Development

1.a. Develops and expands understanding of oneself as a unique person.

Indicator	Example
Shows awareness of self and other people.	<ul style="list-style-type: none">• Uses hands to explore caregiver’s facial features.• Holds gaze at themselves in a mirror.• Turns head/holds gaze when caregiver speaks to them.
Begins to understand self as a separate person from others.	<ul style="list-style-type: none">• Cries when the caretaker leaves the room.• Reacts to hearing name called.
Recognizes self as a unique person with distinct characteristics.	<ul style="list-style-type: none">• Recognizes self in mirror or pictures.• Touches own hair, then touches caregiver’s hair.
Shows awareness of self as belonging to one or more groups.	<ul style="list-style-type: none">• Points to and names family members in photographs.• Refers to self by name or with pronouns <i>me</i> and <i>I</i>.
Compares own characteristics to those of others.	<ul style="list-style-type: none">• Tells teacher, “Zahara is taller than me.”• Communicates, “I have red hair and you have brown hair.”• Tells another child, “I am a big kid.”
Identifies the diversity in human characteristics and how people are similar and different.	<ul style="list-style-type: none">• Notices a child with a physical disability and asks, “Why is she using a walker?”• Hears a parent speaking with their child in unfamiliar language during drop off and asks, “What they are saying?”
Appreciates similarities and differences between self and others.	<ul style="list-style-type: none">• Listens to a peer share a story about a family celebration.• Comments to another child, “I like your cowboy boots.”





Social and Emotional Development

1.b. Develops understanding of emotions.

Indicator	Example
Demonstrates a variety of emotions through facial expressions, gestures, movement, and/or sounds.	<ul style="list-style-type: none">• Expresses fear or distress by crying and stiffening the body.• Turns head away from spoon to show dislike of food.• Looks and smiles at familiar caregiver to show affection.
Expresses a variety of emotions nonverbally and possibly with a few familiar words.	<ul style="list-style-type: none">• Smiles or gives high five after something positive happens.• Cries and yells, "Mine," when a favorite toy is taken away by a peer.
Begins to show awareness of own emotions in order to meet needs or wants, both verbally and nonverbally.	<ul style="list-style-type: none">• Says to trusted adult "I sad", or "Feel good."• Asks or reaches for favorite blanket to calm self.• Claps and says, "I did it," after completing a task.
Recognizes and identifies own emotions and the emotions of others.	<ul style="list-style-type: none">• Tells teacher, "Juanita was happy when her mommy came to pick her up."• Identifies a character is feeling mad in a story.





Social and Emotional Development

2.a. Begins to manage emotions and actions.

Indicator	Example
Expresses and acts on impulses.	<ul style="list-style-type: none">• Cries when hungry, tired, or wet.• Turns away from source of overstimulation.• Touches or explores materials when teacher smiles encouragingly.
Comforts self through a variety of means, including seeking help from a familiar adult.	<ul style="list-style-type: none">• Self-soothes by sucking on fingers or pacifier and/or cuddling a soft toy or blanket.• Moves toward a familiar adult to seek comfort.
Accepts limits and choices offered by adults to help guide behavior.	<ul style="list-style-type: none">• Makes a choice when offered by an adult, "You may hold my hand or walk by my side."• Accepts a different toy from a teacher when the one they want is not available.
Manages actions and emotional expressions.	<ul style="list-style-type: none">• Accepts change in activity when teacher says, "It's time to clean up the blocks for lunch."• Tells peer, "I don't like it when you touch my play dough."
Uses senses to regulate reactions and focus.	<ul style="list-style-type: none">• Takes a deep breath and blows it out a few times.• Visits a cozy corner of the room and squeezes a stuffed animal when frustrated.
Demonstrates the ability to delay gratification for short periods of time.	<ul style="list-style-type: none">• Distracts self by singing or making faces while waiting in line for a turn on the swing.• When a preferred center activity is full, looks to see what other areas are available.





Social and Emotional Development

3.a. Develops empathy toward and understanding of others.

Indicator	Example
Reacts to emotional expressions of others.	<ul style="list-style-type: none">• Matches the facial expression of the caregiver.• Smiles in response to another child laughing joyfully.• Cries or grimaces when another child cries loudly.
Demonstrates understanding what others may feel.	<ul style="list-style-type: none">• Communicates, "Happy," and points to picture of a child smiling in a book.• Says, "He cryin' for mama."
Responds in caring ways to the distress and thinking of others.	<ul style="list-style-type: none">• Comforts a crying child by offering a favorite toy.• Hands an upset child a tissue and sits down beside her.• Draws a picture for a child in distress.
Empathizes with and understands the perspectives of others.	<ul style="list-style-type: none">• Expresses sympathy to a friend who is feeling sad.• Says, "Oops," when bumping into another child's block tower and then helps to pick up the blocks.• Offers to help a peer who is upset after spilling milk.





Social and Emotional Development

4.a. Develops secure, trusting relationships with adults.

Indicator	Example
Responds differently to familiar and unfamiliar adults.	<ul style="list-style-type: none"> • Turns toward the sound of a familiar adult. • Stops crying upon seeing a familiar caregiver.
Expresses emotions and engages in back-and-forth interactions with familiar adults.	<ul style="list-style-type: none"> • Kicks legs during a diaper change as the caregiver talks to them. • Gestures with arms and smiles with caregiver while playing peek-a-boo. • Makes eye contact and lifts arms to be picked up.
Initiates interactions with familiar adults and seeks close proximity to familiar adults.	<ul style="list-style-type: none"> • Waves bye-bye to an adult. • Plays in the sensory table independently but checks to make sure the caregiver is nearby. • Calls, "Papa," from across the room while playing with blocks to make sure that her papa is paying attention to her. • Brings a book over to a caregiver and sits on their lap.
Separates from familiar adults in a familiar setting with minimal distress.	<ul style="list-style-type: none"> • Says goodbye to parent upon arriving at school. • Smiles and greets abuela (grandma) when picked up from classroom. • Gestures for one more hug as her daddy begins to leave.
Seeks help from trusted adults when needed.	<ul style="list-style-type: none"> • Asks the caregiver to help get a puzzle off the shelf. • Signs to caregiver to ask for help resolving a conflict with a peer. • Says, "Can you help me get on the monkey bars?"
Interacts readily with trusted adults and begins to engage in some positive interactions with less familiar adults.	<ul style="list-style-type: none"> • Says, "Look at this!" and shows a parent volunteer the picture they made. • Answers a caregiver's question and continues back-and-forth conversation. • Asks the caregiver if they can help dig a tunnel in the sand box and interacts cooperatively with the caregiver as they play together.





Social and Emotional Development

4.b. Develops socially competent behaviors with peers.

Indicator	Example
Shows interest in other children.	<ul style="list-style-type: none">• Makes eye contact with another child.• Touches mouth or hair of another child.• Gazes at another child that is lying on a blanket nearby.
Repeats actions that elicit social responses from others.	<ul style="list-style-type: none">• Imitates smile in response to another child smiling.• Reacts to another child by babbling.
Participates in simple back-and-forth interactions with peers for a short period of time.	<ul style="list-style-type: none">• Alternates pouring scoops of water with a friend at the water table.• Rolls a ball with another child.• Gives peer a hug.
Engages in simple associative and cooperative play with peers.	<ul style="list-style-type: none">• Stands at the playdough table, rolling balls of dough, and trades tools with peers playing beside her.• Pretends to cook food on a toy stove with another child.• Holds a bubble wand for another child so she can blow bubbles.
Interacts with peers in more complex play including planning, pretending, coordination of roles and cooperation.	<ul style="list-style-type: none">• Invites one or more children to act out a familiar story after the teacher reads it aloud.• Pretends to be the auntie while role-playing and maintains that character for the duration of the play sequence.• Says to another child, "You can't talk! You're the dog, remember?" while playing house.





Social and Emotional Development

4.c. Develops ability to use simple strategies to resolve conflicts with peers.

Indicator	Example
Reacts to conflict.	<ul style="list-style-type: none">• Cries or turns away when a toy is taken by a peer.• Looks to a teacher or trusted adult when experiencing conflict.
Expresses feelings in a conflict situation through actions.	<ul style="list-style-type: none">• Knocks down a peer's block tower when they both want the same block.• Runs away to hide in the book corner when a small group of peers won't give her a turn.
Identifies and communicates needs in a conflict situation.	<ul style="list-style-type: none">• Tells the teacher, "She won't share," when another child takes all the blocks and refuses to share.
Uses a variety of simple strategies to resolve conflict with peers.	<ul style="list-style-type: none">• Suggests to another child that they build a house together to resolve the struggle to control some preferred blocks.• Says to another child, "I don't like it when you push."





Social Studies

Strand	Standard Statements
1. People, Communities, and their Environment	a. Develops awareness of own culture and other characteristics of groups of people. b. Develops a basic understanding of needs and wants. c. Develops understanding that everyone has rights and responsibilities within a group. d. Develops ability to take care of materials in the environment.

Indicators are listed in the order in which the skill or knowledge typically develops, beginning with the earliest indicator on top (infant, in most cases) through the end of preschool at the bottom.

The **Social Studies** domain is interconnected with social and emotional development in early childhood beginning with an understanding of self and expanding to understanding of others in their home, school, and community. The Social Studies domain consists of one strand: People, Communities, and their Environment. "Through the social studies, children explore and ask questions about social systems, the abstract societal norms and values affecting human relationships and interactions in everyday life."¹⁸





Social Studies

1.a. Develops awareness of own culture and other characteristics of groups of people.

Indicator	Example
Shows awareness of self and other people.	<ul style="list-style-type: none"> • Turns head and holds gaze when caregiver speaks to him. • Looks at self in mirror.
Demonstrates preference for familiar adults and recognizes familiar actions and routines.	<ul style="list-style-type: none"> • Cries when parent hands child to a less familiar caregiver. • Smiles and kicks feet when caregiver approaches him with a coat just before going outside to play.
Identifies self and others as belonging to one or more groups by observable characteristics.	<ul style="list-style-type: none"> • Stands when teacher asks children to stand if they are wearing green because he is wearing green. • Names the members of her family including herself.
Demonstrates an understanding of own family experiences, routines, and traditions.	<ul style="list-style-type: none"> • Pretends to make dinner “like Grandpa Joe” in the housekeeping area. • Talks about how they go to the grocery store every Saturday morning. • Holds a baby doll close and says, “Shhhhh, don’t cry.”
Identifies traditions of own family and others’ cultures and customs.	<ul style="list-style-type: none"> • Tells a friend, “We do that in our house, too,” after friend describes waiting for all family members to sit at the table before eating. • Says, “Amina always wears a scarf on her head, but I only wear a scarf in dress up or when I’m cold.”





Social Studies

1.b. Develops a basic understanding of needs and wants.

Indicator	Example
Signals needs to others.	<ul style="list-style-type: none">• Cries when hungry.• Reaches out to a familiar adult when needs soothed.
Seeks help and begins to meet observable physical needs.	<ul style="list-style-type: none">• Tugs on a caregiver's pants or shirt when he wants to be held.• Signs "Help" when she wants a toy that is out of reach.• Points to a snack on the counter or says, "Cracker," when hungry.
Identifies and expresses own needs and wants.	<ul style="list-style-type: none">• Asks caregiver to cover him up when he is cold.• Says or signs, "I want to go to the playground!"
Shows awareness that peers or familiar adults have needs and wants.	<ul style="list-style-type: none">• Hands peer some play dough so she can join the activity.• Gives a friend part of their snack when the friend says, "I'm hungry."
Recognizes not all needs and wants can be met because of limited resources.	<ul style="list-style-type: none">• Tells a peer she needs to make another choice because the block space is full.• Says, "I can't look at the cars book 'cause Cory has it!"• Chooses another paint color when the caregiver says, "All of the red paint is gone, but you can choose another color."





Social Studies

1.c. Develops understanding that everyone has rights and responsibilities within a group.

Indicator	Example
Responds to changes in adult voice, expression, or visual cues.	<ul style="list-style-type: none">Smiles back at caregiver when caregiver talks to her.
Shows awareness of familiar people and objects in own environment.	<ul style="list-style-type: none">Crawls over to teacher when she is reading a story.Shrieks with joy when caregiver brings out the highchair for snack time.
Responds to guidance when redirected.	<ul style="list-style-type: none">Turns around and moves from kneeling to sitting on chair when teacher says, "Sit on your bottom, please."
Participates in simple routines.	<ul style="list-style-type: none">Sits down for story time after morning snack.Goes to sink to wash hands after using the bathroom.
Follows simple rules.	<ul style="list-style-type: none">Stays in own personal space during group story time.Waits at the door for the teacher to go outside.
Identifies simple rules at home and school.	<ul style="list-style-type: none">Points to <i>take turns</i> icon on class rules chart to remind a classmate to take turns.Tells a friend who threw a block, "You're not allowed to throw blocks. It's not being safe."
Carries out responsibilities and chores.	<ul style="list-style-type: none">Completes assigned job to turn off light when class leaves the room.Throws wrappers away after lunch.
Uses rules to promote the common good.	<ul style="list-style-type: none">Whispers to friend that we need to remember to use a quiet voice in the hall so we don't bother the other classes.Recites a class rule, "We take care of this space," while cleaning up own snack area before moving to another activity.





Social Studies

1.d. Develops ability to take care of materials in the environment.

Indicator	Example
Interacts with objects in surrounding environment.	<ul style="list-style-type: none">• Explores an item by bringing it to her mouth.• Bangs items together.
Puts materials in a container.	<ul style="list-style-type: none">• Helps the caregiver place blocks back in the box.• Drops water toys in a bucket.
Returns materials to the correct locations.	<ul style="list-style-type: none">• Places a book back in the basket when finished looking at it.• Matches blocks to pictures of blocks on the shelf during cleanup to put them away on the correct shelf.
Shows awareness of own responsibility to care for the environment.	<ul style="list-style-type: none">• Gives a classmate a paper towel to help clean up a spill.• Engages in clean-up time with limited reminders.
Demonstrates responsible use and care of resources.	<ul style="list-style-type: none">• Puts caps on markers so they won't dry out.• Turns off water right away after washing hands, rather than leaving it running for the next child in line.• Carefully turns pages of a book so they don't rip.



Endnotes

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Ohio Department of Health

Ohio Department of Job and Family Services

Ohio Department of Medicaid

Ohio Department of Mental Health and Addiction Services

Ohio Division for Early Childhood

Ohio Education Association

Ohio Federation of Teachers

State Support Team Region 12

Zero to Three

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