



Area 1: Social and Emotional Development

IT = Infant and Toddler (birth—3 years) PS = Preschool (3—5 years)

Self

Standard 1.1.IT Infants and toddlers display a positive sense of self.

- 1.1.IT.1 The infant or toddler responds to familiar adults' and children's interactions using behaviors such as gazing, cuddling, and accepting assistance.
- 1.1.IT.2 The infant or toddler explores his or her own body.
- 1.1.IT.3 The infant or toddler shows awareness of self, such as responding to own image in mirror.
- 1.1.IT.4 The infant or toddler shows preferences for toys and experiences.

Standard 1.1.PS Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.

- 1.2.PS.1 The child expresses a positive sense of self in terms of specific abilities.
- 1.2.PS.2 The child expresses needs, wants, opinions, and feelings in socially appropriate ways.
- 1.2.PS.3 The child demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.
- 1.2.PS.4 The child recognizes own power to make choices.

Self-Regulation

Standard 1.2.IT Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.

- 1.2.IT.1 The infant or toddler indicates need for assistance through actions such as crying, gesturing, vocalizing, using words, or approaching familiar adults.
- 1.2.IT.2 The infant or toddler comforts him or herself when distressed or tired by actions such as sucking, stroking a blanket, or hugging a toy.
- 1.2.IT.3 The infant or toddler begins to express a range and variety of feelings and emotions through body language, facial expressions, actions, and/or verbal responses.
- 1.2.IT.4 The infant or toddler shows increasing ability to recognize own feelings, including simple (such as mad, glad) and complex (such as excited, frustrated, disappointed) feelings.
- 1.2.IT.5 The infant or toddler responds to emotions expressed by others, for example, by comforting another child or crying in response to the cries of others.
- 1.2.IT.6 The infant or toddler begins to control behavior through following simple rules and limits in a variety of settings.
- 1.2.IT.7 The infant or toddler begins to transition between feeling states with guidance from a caring adult.

Standard 1.2.PS Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

- 1.2.PS.1 The child demonstrates the ability to monitor his or her own behavior and its effects on others, following and contributing to adult expectations.
- 1.2.PS.2 The child persists with difficult tasks without becoming overly frustrated.
- 1.2.PS.3 The child begins to accept consequences of his or her own actions.
- 1.2.PS.4 The child manages transitions and changes to routines.
- 1.2.PS.5 The child states feelings, needs, and opinions in difficult situations without harming self, others, or property.
- 1.2.PS.6 The child expresses an increasing range and variety of emotions, and the transitions between feeling states become smoother.

Relationship with Adults

Standard 1.3.IT Infants and toddlers relate positively with significant adults.

- 1.3.IT.1 The infant or toddler distinguishes between familiar and unfamiliar adults; for example, is comforted by the sight of the familiar adult or the sound of the familiar adult's voice.
- 1.3.IT.2 The infant or toddler accepts assistance and comfort from familiar adults.
- 1.3.IT.3 The infant or toddler seeks and maintains contact with familiar adults; for example, by looking at the adult, hearing the adult's voice, or touching the adult.
- 1.3.IT.4 The infant or toddler shows discomfort at separations from familiar adults.
- 1.3.IT.5 The infant or toddler seeks help from familiar adults in unfamiliar situations.
- 1.3.IT.6 The infant or toddler explores the environment, both indoors and outdoors, but may return to a familiar adult periodically for security.
- 1.3.IT.7 The infant or toddler begins to imitate or portray roles and relationships.
- 1.3.IT.8 The infant or toddler imitates adult behaviors.

Standard 1.3.PS Children relate positively with significant adults.

- 1.3.PS.1 The child interacts comfortably with familiar adults.
- 1.3.PS.2 The child accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.
- 1.3.PS.3 The child expresses affection toward familiar adults.
- 1.3.PS.4 The child shows trust in familiar adults.
- 1.3.PS.5 The child seeks help, as needed, from familiar adults.

Relationship with Children

Standard 1.4.IT Infants and toddlers respond to and initiate interactions with other children.

- 1.4.IT.1 The infant or toddler initiates interactions with other children through gestures, vocalizations, facial expressions, and/or body movements.
- 1.4.IT.2 The infant or toddler accepts help from familiar adults in interactions with other children.
- 1.4.IT.3 The infant or toddler begins to demonstrate empathy for others and responds to people's facial expressions, body language, and/or interactions.
- 1.4.IT.4 The infant or toddler develops an awareness of his or her behavior and how it affects others.
- 1.4.IT.5 The infant or toddler imitates other children's behaviors.

Standard 1.4.PS Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.

- 1.4.PS.1 The child initiates and sustains positive interactions with peers, and organizes play.
- 1.4.PS.2 The child wants to please and be like friends.
- 1.4.PS.3 The child negotiates with others to resolve disagreements.
- 1.4.PS.4 The child develops friendships with other children (peers); starts to demonstrate taking turns and sharing with others.
- 1.4.PS.5 The child expresses empathy to other children (peers), and demonstrates caring behaviors.
- 1.4.PS.5 The child accepts consequences of his or her actions.
- 1.4.PS.6 The child recognizes how behaviors can affect others.
- 1.5.PS.7 The child names friends.



Area 2: Physical Well-Being and Motor Development

IT = Infant and Toddler (birth—3 years) PS = Preschool (3—5 years)

Healthy and Safe Living

Standard 2.1.IT Infants and toddlers participate in healthy and safe living practices.

2.1.IT.1 The infant expresses satisfaction or dissatisfaction regarding care and play routines as well as participates in care routines based on appropriate developmental stages and family culture.

2.1.IT.2 The infant establishes healthy eating and sleeping patterns with the assistance of a responsive adult.

2.1.IT.3 The infant ingests breast milk or formula, progressing to solid foods, to self-feeding age-appropriate foods, and drinking from a cup.

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2.1.IT.4 The toddler participates in healthy self-care routines, demonstrating increasing independence, such as washing hands and pouring own milk, with assistance from a caring adult.

2.1.IT.5 The toddler shows a willingness to try new foods and engages in food exploration such as basic cooking tasks or dramatic play activity.

2.1.IT.6 The toddler participates in safe behaviors regarding the environment, such as around stairs or hot surfaces, or accepts redirection from adults.

#### **Standard 2.1.PS Children show increasing awareness of healthy and safe living practices.**

2.1.PS.1 The child begins to recognize and select healthy foods.

2.1.PS.2 The child follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom.

2.1.PS.3 The child develops appropriate balance between rest and physical activity as part of a healthy lifestyle.

2.1.PS.4 The child demonstrates safe behaviors regarding environment (stranger, tornado, fire, traffic, bodies of water), toxic substances, objects, and climbing structures.

2.1.PS.5 The child communicates safety rules and the reasons for the rules for indoor and outdoor environments.

## Large Motor Skills

### **Standard 2.2.IT Infants and toddlers develop large motor skills.**

- 2.2.IT.1 The infant shows increasing balance, strength, and coordination in activities such as gaining control of the head and body by turning head from side to side, lifting the head off the floor, sitting, and standing.
- 2.2.IT.2 The infant shows increasing control in large motor skills such as reaching, rolling over, crawling, standing, and walking.
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- 2.2.IT.3 The toddler shows increasing control in motor skills such as rolling, throwing, and kicking a ball, and jumping.
- 2.2.IT.4 The toddler shows increasing balance in activities such as running, climbing stairs, marching, and moving a riding toy using his or her feet.

### **Standard 2.2.PS Children develop large motor skills.**

- 2.2.PS.1 The child demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs.
- 2.2.PS.2 The child demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing.
- 2.2.PS.3 The child expresses enjoyment in participating in physical experiences and creative movement.

## Small Motor Development

### **Standard 2.3.IT Infants and toddlers develop small motor skills.**

- 2.3.IT.1 The infant uses hand-eye coordination to perform self-help and small motor tasks, such as eating food, picking up objects, placing objects on surface, transferring objects from hand to hand, and fitting objects into a hole in a box.
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- 2.3.IT.2 The toddler uses hand-eye coordination to perform self-help and small motor tasks such as eating with a fork or spoon, completing simple puzzles, stacking blocks, dressing with assistance, scribbling with crayons or markers, participating in finger plays, and using musical instruments.

### **Standard 2.3.PS Children develop small motor skills.**

- 2.3.PS.1 The child uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials, such as beads, pegs, shoelaces, puzzle pieces, and musical instruments.
- 2.3.PS.2 demonstrates increased skills using scissors and writing tools for various learning experiences.



## Area 3: Approaches to Learning

*IT = Infant and Toddler (birth—3 years) PS = Preschool (3—5 years)*

### Curiosity and Initiative

**Standard 3.1.IT Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills.**

- 3.1.IT.1 The infant or toddler shows interest in people including other infants, objects, and events.
- 3.1.IT.2 The infant or toddler uses his or her senses to choose, explore, and manipulate a variety of objects or toys in a variety of ways.
- 3.1.IT.3 The infant or toddler actively plays with or near adults, other children, and materials.

**Standard 3.1.PS Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.**

- 3.1.PS.1 The child chooses, deliberately, to explore a variety of materials and experiences, seeking out new challenges.
- 3.1.PS.2 The child participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.
- 3.1.PS.3 The child asks questions about a variety of topics.
- 3.1.PS.4 The child repeats skills and experiences to build competence and support the exploration of new ideas.

### Engagement and Persistence

**Standard 3.2.IT Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.**

- 3.2.IT.1 The infant or toddler holds attention of familiar adult; for example, through eye contact or vocalizations.
- 3.2.IT.2 The infant or toddler repeats familiar and newly learned experiences.
- 3.2.IT.3 The infant or toddler maintains focus, if interested, on people or objects, play experiences, or novel events.
- 3.2.IT.4 The infant or toddler continues to try to succeed using challenging materials or during experiences.

**Standard 3.2.PS Children purposefully choose and persist in experiences and play.**

- 3.2.PS.1 The child maintains concentration on a task, despite distractions and interruptions.
- 3.2.PS.2 The child stays engaged and completes a variety of both adult-directed and self-initiated tasks, projects, and experiences of increasing degrees of difficulty.
- 3.2.PS.3 The child sets goals and follows a plan in order to complete a task.
- 3.2.PS.4 The child chooses to participate in play and learning experiences.

## Reasoning and Problem Solving

### **Standard 3.3.IT Infants and toddlers purposefully demonstrate strategies for reasoning and problem solving.**

- 3.3.IT.1 The infant or toddler uses an object, action, or adult to accomplish tasks, such as pulling a blanket to reach a toy or pushing a button to hear a sound.
- 3.3.IT.2 The infant or toddler experiments to find a solution to a problem.
- 3.3.IT.3 The infant or toddler imitates an adult action to solve a problem.
- 3.3.IT.4 The infant or toddler recognizes difficulties and adjusts actions, as needed.
- 3.3.IT.5 The infant or toddler seeks and accepts help when encountering a problem beyond his or her ability to solve independently.

### **Standard 3.3.PS Children demonstrate strategies for reasoning and problem solving.**

- 3.3.PS.1 The child shows interest in and finds a variety of solutions to questions, tasks, or problems.
- 3.3.PS.2 The child recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.
- 3.3.PS.3 The child shares ideas or makes suggestions of how to solve a problem presented by another person.

## Play and Senses

### **Standard 3.4.IT Infants and toddlers engage in play to learn.**

- 3.4.IT.1 The infant or toddler uses sights, smells, sounds, textures, and tastes to explore and experience routines and materials within the environment.
- 3.4.IT.2 The infant or toddler chooses and participates in a variety of play experiences.
- 3.4.IT.3 The infant or toddler imitates behaviors of others in play.
- 3.4.IT.4 The infant or toddler repeats experiences with materials, adults, and peers to build knowledge and understanding of the world around them.

### **Standard 3.4.PS Children engage in play to learn.**

- 3.4.PS.1 The child engages in a variety of indoor and outdoor play experiences.
- 3.4.PS.2 The child uses sights, smells, sounds, textures, and tastes to discriminate between and to explore experiences, materials, and the environment.
- 3.4.PS.3 The child engages in self-initiated, unstructured play.
- 3.4.PS.4 The child plans and executes play experiences alone and with others.



## Area 4: Social Studies

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### Awareness of Family and Community

**Standard 4.1.IT Infants and toddlers demonstrate a sense of belonging within their family, program, and other social settings or groups.**

- 4.1.IT.1 The infant or toddler expresses enjoyment at being in a familiar setting or group.
- 4.1.IT.2 The infant or toddler recognizes familiar adults and uses them to determine safety during exploration.
- 4.1.IT.3 The infant or toddler explores and plays freely within familiar settings.

**Standard 4.1.PS Children demonstrate an increasing awareness of belonging to a family and community.**

- 4.1.PS.1 The child demonstrates understanding communities are composed of groups of people who live, play, or work together.
- 4.1.PS.2 The child demonstrates ability to identify communities to which they belong.
- 4.1.PS.3 The child recognizes their family is an important group to which they belong.
- 4.1.PS.4 The child demonstrates responsibility as a member of a family or community.
- 4.1.PS.5 The child shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.
- 4.1.PS.6 The child participates in creating and following rules and routines.
- 4.1.PS.7 The child demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.

### Awareness of Culture

**Standard 4.2.IT Infants and toddlers demonstrate a strong sense of self within their culture.**

- 4.2.IT.1 The infant or toddler expresses enjoyment at being in a familiar setting or group.
- 4.2.IT.2 The infant or toddler chooses and participates in familiar experiences, including songs and stories from his or her home culture.
- 4.2.IT.3 The infant or toddler explores materials from various cultures.

**Standard 4.2.PS Children demonstrate an increasing awareness of culture and diversity.**

- 4.2.PS.1 The child demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin, and hair color.
- 4.2.PS.2 The child demonstrates acceptance of persons from different cultures and ethnic groups.
- 4.2.PS.3 The child demonstrates a sense of belonging, feeling pride in his or her own culture while showing respect for others.
- 4.2.PS.4 The child uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease and empathy with similarities and differences.



## Exploration of the Environment

**Standard 4.3.IT Infants and toddlers explore new environments with interest and recognize familiar places.**

- 4.3.IT.1 The infant or toddler demonstrates interest and curiosity within familiar and unfamiliar settings.
- 4.3.IT.2 The infant or toddler explores and plays with new, as well as familiar objects, in the environment using all five senses.
- 4.3.IT.3 The infant or toddler chooses and participates in unfamiliar experiences.

## Awareness of the Relationship Between People and the Environment

**Standard 4.3.PS Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.**

- 4.3.PS.1 The child interacts with the world, first with familiar settings and then with less familiar ones; first in simple ways and then in more complex, exploratory ways.
- 4.3.PS.2 The child constructs meaning about himself or herself and the world through relevant and meaningful experiences with objects and the environment.
- 4.3.PS.3 The child recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.
- 4.3.PS.4 The child recognizes that people share the environment with other people, animals, and plants.
- 4.3.PS.5 The child understands that people can take care of the environment through activities and experiences, such as cleaning, conserving, reusing, and recycling.
- 4.3.PS.6 The child recognizes a variety of jobs and the work associated with them.

## Awareness of Past\*

**Standard 4.4.PS Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.**

- 4.4.PS.1 The child differentiates between past, present, and future.
- 4.4.PS.2 The child represents events and experiences that occurred in the past through words, play, and art.
- 4.4.PS.3 The child uses past events to construct meaning of the world.
- 4.4.PS.4 The child understands that events happened in the past and that the events relate to oneself, family, community, and culture.

\* preschool standard only - awareness of past events is not developmentally appropriate for infants and toddlers



## Area 5: Creative Arts

*IT = Infant and Toddler (birth—3 years) PS = Preschool (3—5 years)*

### Art

**Standard 5.1.IT Infants and toddlers participate in a variety of sensory and art-related experiences.**

5.1.IT.1 The infant gazes at a picture, photo, or mirror images.

5.1.IT.2 The infant manipulates and explores play materials within the environment.

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5.1.IT.3 The older infant and toddler also expresses interest in art-related experiences and media.

5.1.IT.4 The older infant and toddler also engages in experiences that support creative expression.

5.1.IT.5 The older infant and toddler also chooses and experiments with a variety of art materials such as playdough, crayons, chalk, water, markers, and paint.

Standard 5.1.PS Children participate in a variety of art and sensory-related experiences.

5.1.PS.1 The child uses a variety of drawing and art materials, such as drawing utensils, paint, clay, and wood to create original works, form, and meaning.

5.1.PS.2 The child expresses ideas about his or her own artwork and the artwork of others, relating artwork to what is happening in the environment or life experiences.

5.1.PS.3 The child demonstrates care and persistence when involved in art projects.

5.1.PS.4 The child plans and works cooperatively to create drawings, paintings, sculptures, and other art projects.

Music, Rhythm, and Movement

Standard 5.2.IT Infants and toddlers participate in a variety of rhythm, music, and movement experiences.

5.2.IT.1 The infant shows interest in songs, tones, rhythms, voices, and music.

5.2.IT.2 The infant experiments with a variety of age-appropriate instruments and sound-making objects.

5.2.IT.3 The infant enjoys exploring ways of interacting with others through touch and motion.

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5.2.IT.4 The toddler also chooses and participates in music and movement experiences.

5.2.IT.5 The toddler also sings simple songs and participates in finger plays.

5.2.IT.6 The toddler also sings daily songs to recognize the patterns throughout their day.

**Standard 5.2.PS Children participate in a variety of music and movement experiences.**

- 5.2.PS.1 The child participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and pitched instruments, and creating and singing chants, rhymes, and finger plays from diverse cultures.
- 5.2.PS.2 The child demonstrates meaningful creative and imaginative responses, including taking on pretend roles, when listening to music to reflect the expressive elements of music.
- 5.2.PS.3 The child notices differences in high and low sounds (pitch), long and short sounds (rhythm), loud and quiet sounds (dynamics), fast and slow sounds (tempo), and differences between instruments or sounds (timbre).
- 5.2.PS.4 The child recognizes patterns in songs and rhymes and repeats them, using songs, chants or instruments, including the development of ability to keep beat.
- 5.2.PS.5 The child demonstrates an awareness of music and sound as part of daily life indoors and outdoors.

## **Dramatic Play**

**Standard 5.3.IT Infants and toddlers engage in dramatic play experiences.**

- 5.3.IT.1 The infant and toddler imitates the sounds, facial expressions, gestures, or behaviors of another person.
- 5.3.IT.2 The infant and toddler imitates the actions and sounds of animals, people, and objects.
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- 5.3.IT.3 The toddler also engages in dramatic play in both indoor and outdoor environments.

**Standard 5.3.PS Children engage in dramatic play experiences.**

- 5.3.PS.1 The child shows creativity and imagination when using materials.
- 5.3.PS.2 The child assumes different roles in dramatic play situations.
- 5.3.PS.3 The child interacts with peers in dramatic play experiences that become more extended and complex.



## Area 6: Communication, Language, and Literacy

*IT = Infant and Toddler (birth—3 years) PS = Preschool (3—5 years)*

### Language Understanding and Use

**Standard 6.1.IT Infants and toddlers understand and use communication and language for a variety of purposes.**

- 6.1.IT.1 The infant or toddler, in home language and in English, responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.
- 6.1.IT.2 The infant or toddler, in home language and in English, uses vocalizations and gestures to gain attention from others.
- 6.1.IT.3 The infant or toddler, in home language and in English, uses vocalizations and gestures to communicate wants and needs.
- 6.1.IT.4 The infant or toddler, in home language and in English, increases both listening (receptive) and speaking (expressive) vocabulary.  
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- 6.1.IT.5 The toddler also progresses to using words and then to simple sentences to communicate.
- 6.1.IT.6 The toddler also participates in conversations that include taking turns, using both receptive (listening) and expressive (speaking) language skills.
- 6.1.IT.7 The toddler also answers simple questions.
- 6.1.IT.8 The toddler also follows simple directions.

Standard 6.1.PS Children understand and use communication and language for a variety of purposes.

- 6.1.PS.1 The child demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.
- 6.1.PS.2 The child initiates, listens, and responds in relationship to the topics of conversations with other children (peers) and adults.
- 6.1.PS.3 The child speaks in phrases and sentences of increasing length and complexity.
- 6.1.PS.4 The child follows oral directions that involve several actions.
- 6.1.PS.5 The child asks and answers a variety of questions.
- 6.1.PS.6 The child demonstrates knowledge of the rules of conversations such as taking turns while speaking.
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- 6.1.PS.7 The child, who is an English language learner, also uses her or his home language, sometimes in combination with English, to communicate with people.
- 6.1.PS.8 The child, who is an English language learner, also demonstrates ongoing development and improvement in vocabulary and complexity in use of home language.
- 6.1.PS.9 The child, who is an English language learner, also demonstrates engagement at home or the classroom in literacy activities to relate to her or his home language.
- 6.1.PS.10 The child, who is an English language learner, also demonstrates receptive (listening) and expressive (speaking) English language skills to be able to comprehend the English language.

6.1.PS.11 The child, who is an English language learner, also demonstrates engagement in English literacy activities to understand and respond to books, storytelling, and songs presented in English.

## Early Literacy

### **Standard 6.2.IT Infants and toddlers engage in early reading experiences.**

6.2.IT.1 The infant or toddler explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.

6.2.IT.2 The infant or toddler focuses on a book or the reader when hearing stories read to him or her.

6.2.IT.3 The infant or toddler gazes at or points to pictures in books.

6.2.IT.4 The infant or toddler responds to or engages in songs, rhyming games, or finger plays with a familiar adult.

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6.2.IT.5 The toddler also points to, labels, and/or talks about objects, events, or people within books.

6.2.IT.6 The toddler also enjoys and repeats songs, rhymes, or finger plays.

6.2.IT.7 The toddler also answers simple questions related to books.

Standard 6.2.PS Children engage in early reading experiences.

6.2.PS.1 The child expresses an interest and enjoyment in listening to books and attempts to read familiar books (print motivation).

6.2.PS.2 The child displays book handling knowledge by turning the book right side up, turning one page at a time, recognizing familiar books by the cover, pointing to words as they talk about or retell stories using books, and using left to right sweep (print awareness).

6.2.PS.3 The child shows an awareness of print such as pointing to familiar words or letters (print awareness).

6.2.PS.4 The child understands sentences are made of words and words are made of individual letters (concepts of print).

6.2.PS.5 The child understands increasingly and uses a variety of words (vocabulary).

6.2.PS.6 The child shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters (comprehension and story retelling).

6.2.PS.7 The child recognizes increasingly and names more of the letters in their first and last name and letters they see frequently (letter knowledge).

6.2.PS.8 The child recognizes most upper and lower case letters (letter knowledge).

6.2.PS.9 The child produces the sound of some of the letters she or he knows (phonics).

6.2.PS.10 The child identifies words that rhyme from a group of three words: cat, rug, hat (phonological awareness - rhyme).

6.2.PS.11 The child identifies the beginning sound in words, such as identifying two words that start with the same sound (phonological awareness – alliteration).

6.2.PS.12 The child identifies the syllables in his or her name and in familiar objects or words by clapping and segmenting the syllables (phonological awareness – segmenting syllables).

6.2.PS.13 The child blends syllables to identify a word, object, or picture (phonological awareness – blending syllables).

Early Writing

Standard 6.3.IT Infants and toddlers engage in early writing experiences.

- 6.3.IT.1 The infant grasps and/or manipulates a variety of objects in his or her environment.
- 6.3.IT.2 The older infant and toddler also scribbles spontaneously, usually using a fist grip.
- 6.3.IT.3 The older infant and toddler also shows increasing skill in manipulating objects such as stacking several items, using pegboards, and mastering the use of eating utensils.

Standard 6.3.PS Children engage in early writing experiences.

- 6.3.PS.1 The child attempts to communicate with others using scribbles, shapes, pictures, letter-like forms and/or letters in writing.
- 6.3.PS.2 The child experiments with a variety of writing tools such as pencils, crayons, brushes, markers, and digital tools.
- 6.3.PS.3 The child uses expressive (speaking) language to share intended meaning of drawings and writing.
- 6.3.PS.4 The child starts to demonstrate interest in learning to write letters, especially the letters in his or her name.
- 6.3.PS.5 The child uses invented spelling consisting of beginning sounds to represent a whole word.



Area 7: Mathematics

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Comparison and Number

Standard 7.1.IT Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.

7.1.IT.1 The infant begins to notice characteristics of objects such as size, color, shape, or quantity.
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7.1.IT.2 The toddler matches and sorts objects by size, color, shape, or quantity.

7.1.IT.3 The toddler begins to use simple counting in play and interactions, although numbers may occur out of order.

7.1.IT.4 The toddler makes simple comparisons between two objects using words like big, small, more, etc.

**Standard 7.1.PS Children understand counting, ways of representing numbers, and relationships between quantities and numerals.**

7.1.PS.1 The child recognizes small quantities (1 to 5) without counting them (subitizing).

7.1.PS.2 The child counts to 20 verbally.

7.1.PS.3 The child points and counts 10-20 objects accurately.

7.1.PS.4 The child makes sets of 6-10 objects and describes parts.

7.1.PS.5 The child uses language such as more, less or the same amount to compare quantities.

7.1.PS.6 The child identifies numerals to 10 by name.

### Patterns

**Standard 7.2.IT Infants and toddlers begin to recognize patterns.**

7.2.IT.1 The infant demonstrates expectations for familiar sequences of routines and experiences such as crying when it is near feeding time.  
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7.2.IT.2 The toddler shows recognition of sequence in events or objects.

7.2.IT.3 The toddler repeats actions in sequence, such as finger plays.

7.2.IT.4 The toddler notices patterns and objects in the environment.

7.2.IT.5 The toddler organizes objects into groups during play and exploration.

Standard 7.2.PS Children understand patterns.

7.2.PS.1 The child recognizes, reproduces and creates patterns moving from simple to complex.

7.2.PS.2 The child extends patterns by predicting what comes next.

7.2.PS.3 The child describes patterns seen in natural and designed settings.

Shapes and Spatial Relationships

Standard 7.3.IT Infants and toddlers show increasing understanding of spatial relationships.

- 7.3.IT.1 The infant takes objects apart.
- 7.3.IT.2 The infant fills and empties containers.
- 7.3.IT.3 The toddler takes objects apart and attempts to put them together.
- 7.3.IT.4 The toddler shows awareness of his or her own body space.
- 7.3.IT.5 The toddler matches similar shapes.

Standard 7.3.PS Children understand shapes and spatial relationships.

- 7.3.PS.1 The child demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.
- 7.3.PS.2 The child identifies and describes two- and three-dimensional shapes.
- 7.3.PS.3 The child notices characteristics, similarities, and differences among shapes such as corners, points, edges, and sides.
- 7.3.PS.4 The child notices how shapes fit together and can be taken apart to form other shapes.

Measurements*

Standard 7.4.PS Children understand comparisons and measurements.

- 7.4.PS.1 The child sorts, classifies, and puts objects in series using a variety of properties.
- 7.4.PS.2 The child makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.
- 7.4.PS.3 The child measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is.
- 7.4.PS.4 The child explores objects using standard measuring tools such as rulers, measuring cups, and balance scales.
- 7.4.PS.5 The child begins to demonstrate knowledge that measurement requires a 'fair' comparison starting at the same baseline or measuring the same property such as length, height, and volume.
- 7.4.PS.6 The child develops an awareness of simple time concepts within his or her daily life such as day, night; and sequence of usual daily events, such as breakfast, lunch, dinner, bedtime; outdoor time follows snack; and brushing teeth after a meal.

***preschool standard only - measurements is not developmentally appropriate for infants and toddlers**

Data Analysis*

Standard 7.5.PS Children demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.

- 7.5.PS.1 The child sorts collections of objects into sets such as lines, piles, or groups by color, size, shape, or kind.
- 7.5.PS.2 The child sorts and resorts sets in a variety of ways.
- 7.5.PS.3 The child compares and orders such as most to least, same amount as, and least to most.
- 7.5.PS.4 The child sorts data into two groups such as big and not big, green and not green, and pets and not pets.
- 7.5.PS.5 The child asks questions, collects, records, and organizes data to find answers to questions.

*** preschool standard only - data analysis is not developmentally appropriate for infants and toddler**



Area 8: Science

IT = Infant and Toddler (birth—3 years) PS = Preschool (3—5 years)

Scientific Investigations

Standard 8.1.IT: Infants and toddlers observe and wonder about the environment around them.

- 8.1.IT.1 The infant or toddler begins to notice objects and events in the indoor and outdoor environments.
- 8.1.IT.2 The infant or toddler engages in a variety of play experiences and exploration when provided open-ended materials, such as toys or household items that can be taken apart/put together, a container of water and various objects, seeds of different sizes/textures/shapes).
- 8.1.IT.3 The infant or toddler uses one or more senses to make observations of their environment.
- 8.1.IT.4 The infant or toddler reacts to changes in the environment.
- 8.1.IT.5 The infant or toddler attempts to manipulate/understand his or her environment through repetitive play.
- 8.1.IT.6 The infant or toddler identifies and interacts with new objects placed in his or her environment.

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- 8.1.IT.7 The toddler also asks simple questions about observations of the environment using language (may be home language), behavior, and interactions.

**Standard 8.1.PS Children gather information and conduct investigations to address their wonderings and test solutions to problems.**

- 8.1.PS.1 The child asks questions about his or her environment, and begins to identify and look for information that will help answer those questions or solve problems.
- 8.1.PS.2 The child plans and conducts simple investigations alone or in collaboration with other children to answer questions or to design solutions to scientific or engineering problems.
- 8.1.PS.3 The child begins to use appropriate scientific tools and technology to conduct investigations, including scales, tape measure, magnifying glass, tweezers, and eye dropper.
- 8.1.PS.4 The child observes, investigates, and describes objects, materials, and other physical science phenomena in the classroom and outdoor environments such as shadows or reflections.
- 8.1.PS.5 The child observes, investigates, and describes the characteristics, behavior, and habitats of living things.
- 8.1.PS.6 The child asks questions based on observations of weather-related phenomena and begins to notice relationships and patterns over time, such as it is warmer in the summer and colder in the winter.
- 8.1.PS.7 The child develops an awareness of nature through the exploration of natural environments and materials or through caring for animals or plants.

## Scientific Reasoning

### **Standard 8.2.IT: Infants and toddlers use reasoning to make sense of information in their environment.**

- 8.2.IT.1 The infant or toddler uses trusted relationships to gain understanding of the living and non-living world.
- 8.2.IT.2 The infant or toddler explores cause and effect relationships by engaging in problem solving through trial and error.
- 8.2.IT.3 The toddler also shows understanding of object permanence (that people exist when they cannot be seen and objects exist even when out of sight).
- 8.2.IT.4 The toddler also makes a choice to reach a desired outcome.

### **Standard 8.2.PS Children use reasoning to make sense of information and design solutions to problems in their environment.**

- 8.2.PS.1 The child begins to make comparisons and to categorize nonliving things based on characteristics she or he can observe, such as texture, color, size, shape, temperature, sound, odor, usefulness, and weight.
- 8.2.PS.2 The child uses information from investigations to identify similarities and differences in characteristics and behavior of living things and to make inferences about needs and how to meet needs such as caterpillars eat leaves.
- 8.2.PS.3 The child uses prior experiences and/or data from observations to identify patterns in how living and nonliving things stay the same or change over time and/or when conditions change such as plants grow with the proper amounts of water and light; combine substances; heat/cool an item; and baby animals generally resemble their parents.
- 8.2.PS.4 The child begins to identify ways humans positively and negatively impact the environment such as beginning awareness of conservation and respect for the environment, based on investigations.
- 8.2.PS.5 The child describes and compares the properties and motions of objects in terms of speed and direction, based on exploration, such as faster, down, and beside; and begins to notice cause and effect relationships such as a ball rolls faster on a steeper incline.
- 8.2.PS.6 The child begins to notice patterns such as differences in weather in different seasons, and how different types of weather influence people and the environment, based on long-term explorations of weather and observations of the earth and sky.

## Scientific Communication

### **Standard 8.3.IT: Infants and toddlers share information and understanding about experiences in their environment.**

- 8.3.IT.1 The infant or toddler produces questions using gestures and/or facial expressions.
- 8.3.IT.2 The infant or toddler expresses vocalizations and gestures to gain attention from others.
- 8.3.IT.3 The infant or toddler shows repetitive actions to demonstrate new learning experiences.
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- 8.3.IT.4 The toddler also composes simple verbal questions in English or home language.
- 8.3.IT.5 The toddler also responds verbally to other's questions or statements in English or home language.
- 8.3.IT.6 The toddler also draws pictures to represent his or her observations of objects and/or of changes to objects or the environment.

**Standard 8.3.PS Children share information and understanding about experiences in their environment.**

- 8.3.PS.1 The child shares observations and ideas about the properties and behavior of nonliving and living things through a variety of modalities such as language, drawing, modeling, gesturing, and dramatizing.
- 8.3.PS.2 The child obtains, evaluates, and uses age-appropriate text and online resources, with support, to gather information related to a topic of study and makes connections to observations and experiences such as when studying butterflies, children may evaluate a variety of books and begin to identify which books are most useful for learning about real butterflies.
- 8.3.PS.3 The child begins to ask questions of others to seek more information on a topic, and participates in generating questions to ask a visiting expert on a topic of interest.
- 8.3.PS.4 The child offers evidence to explain the thought process he or she used to make conclusions or claims, and listens to the claims, conclusions, and evidence of others to begin to identify areas of agreement and disagreement.
- 8.3.PS.5 The child participates in creating a final product such as a panel, classroom book, or newsletter that communicates what was learned during one exploration or during the study of a topic over time, and contributes through language, drawing, writing, or choosing items to include.