

Domain: Language/Literacy				
Subdomain L1: Receptive Language (Listening)				
Goal: Understands spoken language.				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four AND Five Years
<p><i>L1 Indicators:</i> L1.1(0) Listens and responds with interest to sounds and verbal communication of others; watches and responds to body language, gestures, and other forms of nonverbal communication</p>	<p><i>L1 Indicators:</i> L1.1(1) Begins to understand gestures, words, questions, or routines; responds appropriately to familiar signs, words, songs; follows one-step direction with adult support</p>	<p><i>L1 Indicators:</i> L1.1(2) Follows simple one- and two-step directions with adult support; listens and responds to simple rhymes; listens to stories and conversations and confirms understanding through simple reciprocal language; progresses in understanding and responding to verbal and nonverbal cues</p>	<p><i>L1 Indicators:</i> L1.1(3) Follows two- and three-step directions of increasing complexity; listens and responds to simple rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations with adult support; understands verbal and nonverbal cues</p>	<p><i>L1 Indicators:</i> L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations</p>

## Subdomain L2: Expressive Language (Speaking)

### Goal: Communicates with others.

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>L2 Indicators:</i> L2.1(0) Uses and imitates sounds and gestures or signs to express needs and wants</p> <p>L2.2(0) Begins making specific sounds, gestures, facial expressions to communicate</p> <p>EMERGING</p>	<p><i>L2 Indicators:</i> L2.1(1) Uses consistent sounds, gestures, signs, or words for a variety of purposes to express needs and wants which are understood by familiar adults</p> <p>L2.2(1) Learns and uses new words each day to label people and objects, sing songs, make requests</p> <p>EMERGING</p>	<p><i>L2 Indicators:</i> L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas</p> <p>L2.2(2) Uses new words each day for objects, actions, and to describe feelings, etc; begins to understand some opposite concepts</p> <p>L2.3(2) Begins to communicate in short phrases or sentences, combining two-three words</p>	<p><i>L2 Indicators:</i> L2.1(3) Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language</p> <p>L2.2(3) Converses with a rapidly expanding vocabulary; understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts</p> <p>L2.3(3) Communicates in expanding sentences; uses grammar rules that are age-appropriate</p>	<p><i>L2 Indicators:</i> L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language</p> <p>L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts</p> <p>L2.3(4) Connects phrases and sentences to build ideas; speaks in complex sentences using some correct rules of grammar</p>

## Subdomain L3: Foundational Reading

### Goal: Gains meaning from print.

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>L3 Indicators:</i> L3.1(0) Shows interest in songs, rhymes, and stories; explores books with mouth and hands; attends to colorful pictures and photos</p> <p>L3.2(0) Listens and responds to stories that have been read previously</p> <p>EMERGING</p>	<p><i>L3 Indicators:</i> L3.1(1) Demonstrates interest and involvement in handling books without help; looks at pictures, photos, and drawings; participates in shared reading by pointing to pictures and turning pages</p> <p>L3.2(1) Listens to short texts read aloud; points to specific characters or objects in a book when asked; anticipates repeated elements in a story</p> <p>L3.3(1) Enjoys songs and rhymes and plays with sounds (imitates nonsense syllables, makes animal sounds, etc.)</p>	<p><i>L3 Indicators:</i> L3.1(2) Demonstrates interest and involvement with books and other print materials; selects books to be read and chooses favorites; names items in pictures; recognizes books by their covers</p> <p>L3.2(2) With adult support and picture cues, shows understanding of short texts read aloud by answering simple questions, reciting repeated phrases, and identifying characters</p> <p>L3.3(2) Continues to explore and play with sounds (extends and repeats phonemes [individual sounds in a</p>	<p><i>L3 Indicators:</i> L3.1(3) Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read; attempts to retell a story by looking at illustrations; handles books appropriately; chooses books; identifies cover of a book; begins to understand story structure – beginning, middle, end</p> <p>L3.2(3) With adult support and picture cues, shows understanding of texts read aloud by answering simple questions, acting out parts, and identifying characters from literature or important facts from nonfiction texts</p> <p>L3.3(3) Begins to exhibit phonological awareness; recognizes and produces rhyming words with support; pronounces and</p>	<p><i>L3 Indicators:</i> L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or “reads” a story by reviewing illustrations or from memory; demonstrates understanding of process of reading – left to right, front to back, top to bottom; describes the roles of author and illustrator; understands story structure – beginning, middle, end</p> <p>L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media; asking and answering questions; connecting it with personal experiences; making predictions and comparing similar texts; discussing parts of a text (table of contents, index, glossary, characters, etc.)</p> <p>L3.3(4) Exhibits age-appropriate phonological awareness; combines syllables to make a word; combines words to make</p>

EMERGING	EMERGING	word], mimics rhymes, etc.)  L3.4 (2) Begins to recognize and understand that pictures or symbols can be “read” by others and have meaning; begins to develop alphabetic and numeric awareness	segments syllables with support using actions (clapping); repeats alliteration (series of words beginning with same letter sound in a text) during word play and recognizes words with common beginning sound  L3.4(3) Continues to develop alphabetic knowledge (sings the alphabet song; may identify some letters, especially those in own name; recognizes and names some letters) and identifies some environmental print when prompted	compound words; associates sounds with letters and words; recognizes alliteration and words that rhyme  L.3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes
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**Subdomain L4: Writing**

**Goal: Develops writing to communicate.**

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<i>L4 Indicators:</i> EMERGING	<i>L4 Indicators:</i> L4.1(1) Makes purposeful marks with various writing tools	<i>L4 Indicators:</i> L4.1(2) Imitates adult writing, experimenting with different kinds of writing tools to make scribbles; understands people use writing to communicate	<i>L4 Indicators:</i> L4.1(3) Shows interest in written expression: scribbling and letter-like forms, drawing shapes or people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing: tracing, copying letters in own name and numbers, copying shapes and symbols	<i>L4 Indicators:</i> L4.1(4) Engages in written expression; draws people, responds to text, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name

**Domain: Math**

**Subdomain M1: Number Sense, Quantity, Operations**

**Goal: Understands numbers and quantities.**

<p align="center">Infants Birth to 12 Months</p>	<p align="center">Young Toddlers 9-18 Months</p>	<p align="center">Older Toddlers 16-36 Months</p>	<p align="center">Three Years</p>	<p align="center">Four/Five Years</p>
<p><i>M1 Indicators:</i> M1.1(0) Listens and responds to an adult counting; responds to question of wanting more</p> <p align="center">EMERGING</p>	<p><i>M1 Indicators:</i> M1.1(1) Shows interest in and awareness of numbers and counting during daily routines and activities; understands differences in quantity: more, all gone, less</p> <p align="center">EMERGING</p>	<p><i>M1 Indicators:</i> M1.1(2) Grows in rote counting; begins to understand concept of “one” and “two”; identifies more/less in sets</p> <p align="center">EMERGING</p>	<p><i>M1 Indicators:</i> M1.1(3) Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting – two blocks); begins to understand the last number counted in a set is the quantity of the set; understands ordinal terms (1<sup>st</sup>, 2<sup>nd</sup>, etc.)</p> <p>M1.2(3) Understands adding objects to a group makes it larger and taking away objects from a group makes it smaller</p>	<p><i>M1 Indicators:</i> M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc.)</p> <p>M1.2(4) Understands adding and subtracting from a set; begins to understand counting on from a given small set of objects (counting on from three to make eight); begins to understand dividing sets into parts up to fourths</p>

## Subdomain M2: Geometry and Spatial Sense

### Goal: Recognizes shapes and spatial relationships.

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>M2 Indicators:</i> M2.1(0) Explores sizes and shapes of objects with hands and mouth</p> <p>M2.2(0) Explores moving body in space and observes other people and objects as they move</p>	<p><i>M2 Indicators:</i> M2.1(1) Explores shapes and objects and how they fit together</p> <p>M2.2(1) Explores ways objects and people move and fit in space; adjusts reach and grasp based on distance, size, and weight of object to be moved; explores space with body</p>	<p><i>M2 Indicators:</i> M2.1(2) Recognizes and matches some familiar shapes, expanding to shapes of different sizes and orientations; names attributes of shapes with adult support</p> <p>M2.2(2) Begins to understand and respond to positional words in directions; may include positional words in speaking</p>	<p><i>M2 Indicators:</i> M2.1(3) Locates and names different sizes and orientations of shapes in the environment; describes attributes of shapes; uses 2D and 3D shapes to create pictures or structures; decomposes shapes</p> <p>M2.2(3) Uses simple positional words (top/bottom, up/down, in/out, on/off, etc.) to describe location across learning domains; uses simple directions to move from place to place</p>	<p><i>M2 Indicators:</i> M2.1.(4) Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently</p> <p>M2.2(4) Uses positional and relational words (above/below, front/behind, near/far, beside, next to, between, etc.) to describe location across learning domains; uses increasingly complex directions to move from place to place; begins to distinguish between right and left</p>

**Subdomain M3: Measurement and Data****Goal: Measures and collects data.**

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>M3 Indicators:</i> M3.1(0) Explores objects with different shapes and sizes</p> <p>EMERGING</p>	<p><i>M3 Indicators:</i> M3.1(1) Begins to notice differences in measurable attributes (size and quantity – big/little, tall/long/short, more/less, etc.)</p> <p>EMERGING</p>	<p><i>M3 Indicators:</i> M3.1(2) Uses words to describe differences in quantity and length; compares sizes of objects; explores ways to measure using non-standard units of measure</p> <p>M3.2(2) Chooses preferences for simple graphing activities</p>	<p><i>M3 Indicators:</i> M3.1(3) Uses words to describe measurable attributes (quantity, length, weight, temperature); observes and explores ways to use tools to measure objects; identifies/names/uses standard and non-standard units/tools of measure (paper clips, ruler, scale, measuring cups, etc.) in activities with adult support across learning domains; arranges objects according to one measurable attribute</p> <p>M3.2(3) With adult support, collects and records information in different ways across learning domains (discussion, maps, charts)</p>	<p><i>M3 Indicators:</i> M3.1(4) Uses words to describe and compare measurable attributes (quantity, length, weight, temperature, time, capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars)</p> <p>M3.2(4) Develops growing abilities to collect, describe, and record information to answer simple questions across learning domains</p>

**Subdomain M4: Patterns, Sorting/Classifying, Reasoning**

**Goal: Uses patterns, sorting, classifying, and reasoning.**

<p>Infants Birth to 12 Months</p>	<p>Young Toddlers 9-18 Months</p>	<p>Older Toddlers 16-36 Months</p>	<p>Three Years</p>	<p>Four/Five Years</p>
<p><i>M4 Indicators:</i> M4.1(0) Shows interest in auditory, visual, and tactile patterns</p> <p>EMERGING</p>	<p><i>M4 Indicators:</i> M4.1(1) Follows patterns in songs/movements, daily routines</p> <p>M4.2(1) Forms sets of like items (places dolls in one area and blocks in another)</p>	<p><i>M4 Indicators:</i> M4.1(2) Begins to recognize patterns in the environment; can tell what comes next in daily routines, familiar songs, simple patterns</p> <p>M4.2(2) Sorts/matches objects into sets (color, size) with adult support</p>	<p><i>M4 Indicators:</i> M4.1(3) Recognizes patterns telling what comes next; duplicates simple patterns; identifies pattern groups; seriates a group of like objects (small, medium, large; light, dark)</p> <p>M4.2(3) Shows increasing ability to match/sort/classify by color, size, shape; classifies by one attribute and makes comparisons across learning domains</p>	<p><i>M4 Indicators:</i> M4.1(4) Duplicates/extends simple patterns; creates new patterns; seriates a group of like objects in more than one way (lighter to darker; smallest to largest, etc.)</p> <p>M4.2(4) Matches/sorts/classifies by color, size, shape, texture; describes sorting rules; classifies by more than one attribute into two or more groups across learning domains</p>
<p>EMERGING</p>	<p>EMERGING</p>	<p>EMERGING</p>	<p>M4.3(3) Uses simple strategies to solve mathematical problems and seeks answers to questions in play and daily activities; experiments with puzzles and blocks to create solutions; builds simple structures and works toward simple goals</p>	<p>M4.3(4) Uses multiple strategies to solve mathematical problems and seeks answers to questions in play and daily activities; begins to use mathematical language to explain a solution; solves puzzles, uses blocks to build structures to create solutions; moves through a process to reach a goal</p>





**Subdomain SC2: Physical Science****Goal: Understands light, sound, force, movement, and matter.**

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<i>SC2 Indicators:</i> SC2.1(0) Observes how objects move when acted upon; pays attention to lights and sounds; imitates sounds; observes properties of materials (wet vs. dry; hot vs. cold, etc.)	<i>SC2 Indicators:</i> SC2.1(1) Observes the ways objects move when acted upon; explores different sounds; observes and explores properties of materials (hard vs. soft; wet vs. dry; hot vs. cold, etc.)	<i>SC2 Indicators:</i> SC2.1(2) Explores different ways to move objects by applying force; explores light and sound; observes how properties of matter can change (water and dirt; melting ice)	<i>SC2 Indicators:</i> SC2.1(3) With help, explores changing speed/direction using different forces; experiments with light/sound; observes how properties of matter can transform; experiments with simple machines (ramp, lever, etc.)	<i>SC2 Indicators:</i> SC2.1(4) With help, predicts/experiments with movement; creates/describes different sounds; explores shadows/light; observes/describes how matter changes form; begins to understand how simple machines work (pushing one side of a seesaw makes the other side rise)

**Subdomain SC3: Life Science****Goal: Identifies attributes of living and non-living things.**

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<i>SC3 Indicators:</i> SC3.1(0) Shows interest and curiosity in natural world; pays attention to living creatures, plants	<i>SC3 Indicators:</i> SC3.1(1) Begins to differentiate between animals and plants; interacts respectfully with animals and plants; identifies some living things by name	<i>SC3 Indicators:</i> SC3.1(2) Observes, cares for, and tells some characteristics/traits of living things in the natural world with adult guidance; observes/identifies natural materials; notices similarities and differences between babies and adults; begins to notice differences between living and non-living things	<i>SC3 Indicators:</i> SC3.1(3) Identifies and compares attributes and properties of living vs. non-living things; recognizes changes in living things over lifespans; distinguishes between adults and offspring; begins to understand basic needs of living things (water, food, sunlight, shelter)	<i>SC3 Indicators:</i> SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats)
EMERGING	EMERGING	EMERGING	SC3.2(3) Shows respect for living things	SC3.2(4) Shows respect and cares for living things (waters plants; cares for class pets)



## Domain: Social Studies

### Subdomain SS1: History and Events

#### Goal: Understands time and historical events.

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>SS1 Indicators:</i></p> <p>EMERGING</p>	<p><i>SS1 Indicators:</i></p> <p>SS1.1(1) Responds and reacts to changes in routine or schedule</p>	<p><i>SS1 Indicators:</i></p> <p>SS1.1(2) Understands and follows daily routines; begins to develop temporal awareness (can tell what comes next, etc.)</p>	<p><i>SS1 Indicators:</i></p> <p>SS1.1(3) Shows awareness of concepts of time/sequence of events, sequence of routines, and temporal awareness (bedtime, lunchtime, morning, night); uses terms such as time of day, yesterday, today, tomorrow; begins to understand change over time when applied to self (own growth)</p>	<p><i>SS1 Indicators:</i></p> <p>SS1.1(4) Follows, predicts, and explains time/sequence of events demonstrates age-appropriate temporal awareness (knows daily routines/understands past, present, future); notices simple changes over time (seasons); interacts with calendars and creates simple timelines of events</p>
<p>EMERGING</p>	<p>EMERGING</p>	<p>SS1.2(2) Participates in holiday, cultural, and birthday celebrations for friends, family, or community</p>	<p>SS1.2(3) Describes recent past events; identifies annual holidays, birthdays, and cultural celebrations</p>	<p>SS1.2(4) Describes historically significant events/observances in American history (national cultural events, celebrations, holidays, and historical figures)</p>

### Subdomain SS2: Geography and Symbolic Representation

#### Goal: Appreciates people and the environment.

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>SS2 Indicators:</i></p> <p>EMERGING</p>	<p><i>SS2 Indicators:</i></p> <p>EMERGING</p>	<p><i>SS2 Indicators:</i></p> <p>SS2.1(2) Recognizes some familiar places such as child care facility, home, grocery store; locates toys that have been put away in familiar places</p>	<p><i>SS2 Indicators:</i></p> <p>SS2.1(3) Describes characteristics of things in the environment at school and home; builds roads and houses using blocks; begins to represent people, places, and things</p>	<p><i>SS2 Indicators:</i></p> <p>SS2.1(4) Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings,</p>

			through drawings, movements, and construction across learning domains	makes simple maps, and builds structures to represent people, places, and things; begins to learn phone number and address
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**Subdomain SS3: Culture, Family, Community**

**Goal: Relates culture, family, and community.**

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>SS3 Indicators:</i> SS3.1(0) Listens and responds to songs and music from various cultures, especially those from own culture</p> <p>SS3.2(0) Hears and responds to own name; prefers company of parents or main caregivers</p> <p>EMERGING</p>	<p><i>SS3 Indicators:</i> SS3.1(1) Listens and responds to music and rhymes from various cultures</p> <p>SS3.2(1) Consistently hears and responds to own name and names of close family members (Mama, Daddy, etc.); begins to notice family, age, and physical traits</p> <p>EMERGING</p>	<p><i>SS3 Indicators:</i> SS3.1(2) Participates in rhymes/music/stories/activities from various cultures</p> <p>SS3.2(2) Shows understanding of own characteristics (name, age, gender, physical traits) and family roles</p> <p>SS3.3(2) Talks about or role-plays what family members do during the day</p>	<p><i>SS3 Indicators:</i> SS3.1(3) Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community</p> <p>SS3.2(3) Understands family roles, relationships, rules, and household jobs</p> <p>SS3.3(3) Recognizes and identifies some community helpers, parents' jobs, and careers; adopts roles of family and community helpers during dramatic play with realistic props</p>	<p><i>SS3 Indicators:</i> SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture;</p> <p>SS3.2(4) Describes family roles, relationships, and rules</p> <p>SS3.3(4) Identifies and describes the roles of a variety of community helpers, parents' jobs, and careers; adopts wide variety of family and community helper roles during dramatic play</p>



<p>SS4.3(0) Shows interest in technology (turns toward music coming from speakers or ringing phone, manipulates toy telephone, etc.)</p>	<p>SS4.3(1) Uses trial and error to explore simple mechanisms on toys (switches, buttons, levers, dials, etc.); notices function and begins to interact with tools/technology (enjoys listening to music, pretends to talk on toy phone, etc.)</p>	<p>SS4.3(2) Uses everyday technology with adult guidance (toy telephones, light switches, listening centers, etc.); notices different kinds of technology for music, videos (books, music, etc.)</p>	<p>SS4.3(3) Uses familiar and tries unfamiliar technology and media with adult guidance (digital devices, music players, etc.); begins to identify types of technology and understands there are multiple uses for it (entertainment, research, to solve problems, etc.)</p>	<p>SS4.3(4) Uses technology and media for a variety of purposes with adult guidance across learning domains (uses a mouse to point and click; uses keyboard or touchscreen to enter simple words); uses search engines to answer questions and conduct research with assistance; uses technology to take pictures or make recordings; displays age-appropriate digital citizenship and begins to develop media literacy (understands messages come in many forms; information can be shared and accessed globally, etc.)</p>
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**Domain: Social/Emotional**

**Subdomain SE1: Self-Awareness and Self-Concept**

**Goal: Understands and appreciates self.**

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>SE1 Indicators:</i> SE1.1(0) Develops awareness of self as separate from others; reacts when hearing own name; begins to realize their own hands and feet belong to them; shows interest in mirror image</p> <p>SE1.2(0) Shows preference for familiar people and objects</p> <p>SE1.3(0) Shows pleasure at things they have done</p>	<p><i>SE1 Indicators:</i> SE1.1(1) Becomes more aware of own body and others; consistently responds to name; recognizes self in mirror; uses pronouns “me” and “mine”; begins to identify own body parts</p> <p>SE1.2(1) Develops and expresses preferences for food, objects, textures and may push away non-preferred items</p> <p>SE1.3(1) Shows others things they have done; attempts to do some things independently but asks for help often</p>	<p><i>SE1 Indicators:</i> SE1.1(2) Shows awareness of some of own characteristics and takes pride in showing things they can do; uses name to refer to self; identifies own body parts and compares to other living creatures</p> <p>SE1.2(2) Chooses favorite foods, objects, and activities</p> <p>SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently; begins to help clean up work/play space with guidance</p>	<p><i>SE1 Indicators:</i> SE1.1(3) Describes self by things they can do and things they have; begins to understand being a part of their family or a classroom; knows and can say first and last name; shows awareness of functionality of different body parts</p> <p>SE1.2(3) Expresses preferences; chooses activities that are preferred or come easily</p> <p>SE1.3(3) Shows awareness of ability to do many things and interest in work and activities of others; helps clean up work/play space with minimal adult prompting; uses tools/equipment to make life easier</p>	<p><i>SE1 Indicators:</i> SE1.1(4) Recognizes similarities and differences between self and others; (gender, cultural identity, self and family characteristics); develops positive self-image; knows and can say first, middle, and last name</p> <p>SE1.2(4) Expresses personal preferences and opinions; makes choices</p> <p>SE1.3(4) Shows confidence in abilities; displays interest and respect for the work of others; notices what others are doing and may imitate; cleans up work/play spaces independently and takes pride in helping; uses tools/equipment to make life easier; exhibits increasing awareness of own character traits</p>



**Subdomain SE2: Trust and Relationships****Goal: Develops trust and relationships.**

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>SE2 Indicators:</i> SE2.1(0) Responds differently to familiar and unfamiliar adults; engages in behaviors that build relationships with familiar adults; shows emotional connection and attachment to familiar adults</p> <p>SE2.2(0) Responds to and shows awareness of other children</p>	<p><i>SE2 Indicators:</i> SE2.1(1) Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults</p> <p>SE2.2(1) Shows interest in other children; responds to other children</p>	<p><i>SE2 Indicators:</i> SE2.1(2) Seeks ways to find comfort in new situations; shows emotional connection and attachment to others; goes to familiar adult; seeks comfort items (blanket, soft toy)</p> <p>SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships</p>	<p><i>SE2 Indicators:</i> SE2.1(3) Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance</p> <p>SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers</p>	<p><i>SE2 Indicators:</i> SE2.1(4) Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults</p> <p>SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers</p>

**Subdomain SE3: Feelings and Emotions****Goal: Understands feeling and emotions.**

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>SE3 Indicators:</i> SE3.1(0) Responds to other children's feelings and emotions; becomes upset when another child cries</p>	<p><i>SE3 Indicators:</i> SE3.1(1) Begins to show concern for others (comforts/hugs others)</p>	<p><i>SE3 Indicators:</i> SE3.1(2) Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically</p>	<p><i>SE3 Indicators:</i> SE3.1(3) Acknowledges various emotions and feelings of others; may offer to help meet the needs of others</p>	<p><i>SE3 Indicators:</i> SE3.1(4) Shows empathy and caring to others; responds to others' emotions appropriately</p>

SE3.2(0) Expresses a range of emotions related to basic needs with facial expressions, body, and voice	SE3.2(1) Expresses a range of emotions related to a problem or conflict, using body language, facial expressions, and possibly words to communicate feelings	SE3.2(2) Learns social skills, and eventually words, for expressing feelings, needs, and wants; manages outbursts with adult help; begins to label feelings and emotions	SE3.2(3) Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings	SE3.2(4) Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions
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**Subdomain SE4: Self-Regulation**  
**Goal: Regulates behavior.**

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>SE4 Indicators:</i>            SE4.1(0) Accepts comforting from a familiar adult, eventually discovering ways to self-soothe (stuffed animal, thumb-sucking)</p>	<p><i>SE4 Indicators:</i>            SE4.1(1) Shows increasing regulation in accepting and following daily routines and activities with familiar adults</p>	<p><i>SE4 Indicators:</i>            SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations; begins to use adaptive/assistive technology and/or tools to support daily needs across environments</p>	<p><i>SE4 Indicators:</i>            SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; handles transitions; uses adaptive/assistive technology and/or tools with guidance to support daily needs and routines across environments</p>	<p><i>SE4 Indicators:</i>            SE4.1(4) Manages behavior; shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to others' emotions or actions; uses adaptive/assistive technology and/or tools with minimal support for daily needs, behaviors, and routines across environments</p>

**Domain: Approaches to Learning**

**Subdomain AL1: Curiosity, Initiative, Risk-Taking**

**Goal: Shows curiosity, initiative, and risk-taking.**

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>AL1 Indicators:</i> AL1.1(0) Uses senses to explore immediate environment</p>	<p><i>AL1 Indicators:</i> AL1.1(1) Exhibits interest, curiosity, and eagerness in exploring the world in sight of an adult; uses senses to gain information while exploring; becomes increasingly aware of colors, shapes, patterns, or pictures</p>	<p><i>AL1 Indicators:</i> AL1.1(2) Asks questions, seeks adult approval, and tries new activities with adult prompting; uses senses to explore and interact with objects, people, and the environment</p>	<p><i>AL1 Indicators:</i> AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently; uses senses to understand, explore, and interact with objects, people, and the environment</p>	<p><i>AL1 Indicators:</i> AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects; uses perceptual information to plan explorations and interactions with objects, people, and the environment</p>

**Subdomain AL2: Creative Thinking, Problem-Solving, Reasoning**

**Goal: Uses creative thinking, problem-solving, and reasoning.**

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>AL2 Indicators:</i> AL2.1(0) Attends to objects, eventually experimenting with different ways to interact with them; responds to playful interactions with smiles and giggles</p>	<p><i>AL2 Indicators:</i> AL2.1(1) Uses play objects in different ways than intended; finds humor in unexpected interactions</p>	<p><i>AL2 Indicators:</i> AL2.1(2) Uses materials in new ways to accomplish a task or reach a goal; uses imitation or pretend play to express creativity and imagination; enjoys hearing silly stories and jokes</p>	<p><i>AL2 Indicators:</i> AL2.1(3) Generates ideas and suggestions in play situations; creates imaginative stories and begins to attempt joke telling</p>	<p><i>AL2 Indicators:</i> AL2.1(4) Participates creatively in play situations; creates and acts out imaginative stories/scenarios; changes words in sentences to employ humor; may use humor to amuse others to build friendships; tells/repeats simple jokes that make sense</p>

EMERGING	AL2.2(1) Demonstrates a recognition of cause/effect relationships (pushes toy car and watches it roll away)	AL2.2(2) Asks questions to seek information; explores cause/effect relationships by repeating actions and observing reactions	AL2.2(3) Asks more complex questions for clarification to seek meaningful information; makes comparisons among objects and groups; explores cause/effect relationships and varies action to change the reaction	AL2.2(4) Gathers information and asks complex questions in order to understand a new or familiar concept or to conduct informal research; makes and explains comparisons among objects and groups and uses “if/then” and “cause/effect” reasoning across learning domains
EMERGING	EMERGING	AL2.3(2) Tries several strategies to solve a problem (tries forcing a puzzle piece in place, then turns it until it fits)	AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders	AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

**Subdomain AL3: Attention, Engagement, Persistence**

**Goal: Shows attention, engagement, and persistence.**

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>AL3 Indicators:</i> AL3.1(0) Pays attention to people, objects, and sounds; turns head/body toward sounds; tries to reproduce a desired outcome; cries to receive attention</p>	<p><i>AL3 Indicators:</i> AL3.1(1) Stays attentive and engaged for increasing periods of time; repeats and begins to problem solve difficult tasks to achieve mastery</p>	<p><i>AL3 Indicators:</i> AL3.1(2) Remains attentive and engaged, finishes self-selected tasks (completes a simple puzzle, listens to a storybook); attends/persists to find ways to achieve difficult tasks</p>	<p><i>AL3 Indicators:</i> AL3.1(3) Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions</p>	<p><i>AL3 Indicators:</i> AL3.1(4) Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed</p>

**Subdomain AL4: Memory and Reflection**

**Goal: Uses memory and reflection.**

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>AL4 Indicators:</i> AL4.1(0) Recognizes familiar people, places, and things; after repeated experiences, remembers that unseen objects are still there</p>	<p><i>AL4 Indicators:</i> AL4.1(1) Shows ability to acquire and process new information; remembers the location of objects that are meaningful to them, eventually developing understanding of object permanence; searches for missing or hidden objects</p>	<p><i>AL4 Indicators:</i> AL4.1(2) Recalls information in new situations; remembers where a toy was put away; knows where things are kept in their environment</p>	<p><i>AL4 Indicators:</i> AL4.1(3) Recalls and applies routine knowledge (looks for seatbelt in vehicle, expects ball to come back when bounced); plays memory games</p>	<p><i>AL4 Indicators:</i> AL4.1(4) Reflects and applies knowledge of past experiences to new situations; makes predictions based on past experiences; uses strategy during memory games</p>

## Domain: Physical/Health

### Subdomain PD1: Physical Health

#### Goal: Shows healthy growth and development.

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p>Children's health impacts their ability to learn in all domains. A child who exhibits overall good health (visual, auditory, dental, adequate sleep habits, etc.) will be able to grow and learn. Primary caregivers should be encouraged to provide children with well checkups and screenings for visual, auditory, and dental health in order to prevent illness and to correct any problems early so children maintain healthy growth and development patterns.</p>				
<p><i>PD1 Indicators:</i> PD1.1(0) Engages with caregivers in play that helps develop arm, leg, and core strength (tummy time, reaching, grasping, pushing)</p> <p>PD1.2(0)-Begins eating purees and solid foods with interest</p>	<p><i>PD1 Indicators:</i> PD1.1(1) Participates in a variety of indoor and outdoor play activities that develop strength in arms and legs; attempts new games with prompting</p> <p>PD1.2(1) Enjoys preferred foods, tries some new foods; consumes finger foods independently</p>	<p><i>PD1 Indicators:</i> PD1.1(2) Participates in a variety of moderate to vigorous play activities for short periods of time; tries new games</p> <p>PD1.2(2) Tries and consumes a variety of nutritious foods with prompting; chooses from healthy foods; knows some foods are better than others for our bodies</p>	<p><i>PD1 Indicators:</i> PD1.1(3) Chooses to participate in active play and exercise for extended periods of time; develops strength, flexibility, and stamina; plays familiar games</p> <p>PD1.2(3) Begins to identify healthy and unhealthy foods; tries new foods, expressing preferences for some foods over others; explains that some foods help our bodies grow and remain healthy; begins to help with food preparation (mixing, etc.)</p>	<p><i>PD1 Indicators:</i> PD1.1(4) Chooses to participate in moderate to vigorous physical activities and exercise for extended time; continues to develop strength, flexibility, and stamina while playing on equipment and creating new games</p> <p>PD1.2(4) Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)</p>

## Subdomain PD2: Gross Motor

### Goal: Uses gross motor skills.

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>PD2 Indicators:</i> PD2.1(0) Begins to control body to gain mobility (scoots, crawls, pulls up to stand)</p> <p>PD2.2(0) Begins to coordinate body movements (picks up rolled ball, uses hands and feet to make contact with objects, claps); begins to develop proprioception - knowing where one's body is in space (tummy time, reaches for feet)</p> <p>PD2.3(0) Begins to control body, developing vestibular sense - balance and spatial orientation understanding (pushes up, sits upright, maintains upright posture/balance when sitting or standing, twists to roll over, reaches</p>	<p><i>PD2 Indicators:</i> PD2.1(1) Gains mobility and ability to move from place to place (takes first steps, walks unassisted, begins to climb steps, begins to walk backward); begins to exhibit body awareness in space</p> <p>PD2.2(1) Coordinates body movements in place (begins kicking stationary ball, begins throwing overhand, catches rolled ball, etc.); continues to develop proprioception (participates in tummy time, uses both hands equally, sucks/blows with drinking straws, begins messy play)</p> <p>PD2.3(1) Controls body and continues developing vestibular sense (pulls self to stand, stands unassisted, participates in simple balancing and stretching activities, claps, pushes/pulls toys, swings with assistance, rocks on</p>	<p><i>PD2 Indicators:</i> PD2.1(2) Moves body to travel (walks well, begins to run, dances, moves up/down stairs); exhibits awareness of body position in space</p> <p>PD2.2(2) Coordinates body movements in place to interact with objects and surroundings (kicks stationary balls, throws overhand at target, attempts to catch balls, begins dribbling balls with hands, jumps on 2 feet in place); continues to develop proprioception (participates in tummy time, continues messy play)</p> <p>PD2.3(2) Refines flexibility, balance, and bilateral control and continues developing vestibular sense (performs stretching activities with adult help, twists at waist, bends over to pick up items with balance, begins to balance</p>	<p><i>PD2 Indicators:</i> PD2.1(3) Moves body to travel/play games (runs well, gallops, walks on uneven surfaces, walks backward in straight line, broad jumps, hops forward on two feet); exhibits awareness of position of self in relation to objects, obstacles, and other people</p> <p>PD2.2(3) Coordinates body movements in place with increasing skill (begins to kick ball with purpose, throws overhand with some accuracy, dribbles balls with increased coordination, throws and attempts to catch balls, begins using bat/racket to make contact with objects)</p> <p>PD2.3(3) Shows increasing flexibility, balance, and bilateral control (begins to stand on one foot for up to 3 seconds, performs stretching exercises); Coordinates body movements and refines</p>	<p><i>PD2 Indicators:</i> PD2.1(4) Refines mobility and moves with a purpose (walks backward in games/activities, runs smoothly, gallops, skips, walks heel-to-toe, hops on one foot); uses sensory input to move body with coordination around objects, obstacles, and other people</p> <p>PD2.2(4) Coordinates body movements in place to accomplish a goal (kicks ball accurately in game, throws overhand, dribbles, and catches balls with increasing accuracy, swings bat/racket and makes contact with stationary objects, bounces and passes ball)</p> <p>PD2.3(4) Demonstrates flexibility, balance, and bilateral control in purposeful movements while refining proprioception and the vestibular sense (stretches limbs during exercise, crosses midlines by</p>

across body, enjoys swinging, rocking, swaying to music, etc.)	rocking horse, moves body to music, etc.)	on one foot, climbs slide, begins to use pedals on ride-on toys, enjoys swings on playground, spins, attempts inverted yoga poses, dances to music, etc.)	proprioception and the vestibular sense (crosses midlines by bending, twisting to participate in activities, jumps on two feet, climbs, bounces on top of a large ball, begins to hop on one foot, uses more complex ride-on toys, seeks out swinging and spinning activities, rolls down a hill, attempts somersaults, etc.)	bending, twisting to achieve a goal such as playing a game, balances on each foot for up to 6 seconds, manipulates riding toys, rides tricycles/bicycles, climbs up a slide, hangs from bars or the side of a bed, crab walks, rolls/balances on tummy on large yoga ball, enjoys spinning/rolling, jumping on couch/bed, etc.)
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**Subdomain PD3: Fine Motor**

**Goal: Uses fine motor skills.**

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>PD3 Indicators:</i> PD3.1(0) Uses hands or feet to make contact with mouth, objects, or people, eventually using hands to grasp small objects between thumb and fingertips; transfers objects from one hand to another; claps</p> <p>PD3.2(0) Uses different actions on objects (kicks, pats, swipes, shakes); Explores food with hands and fingers; coordinates sucking/chewing and swallowing, eventually grasping easy-to-handle foods</p>	<p><i>PD3 Indicators:</i> PD3.1(1) Uses both hands to hold and manipulate objects (holds block and adds another block to top)</p> <p>PD3.2(1) Coordinates hand and eye movements and controls small muscles when doing simple tasks (uses tools for feeding, hammers pegs, uses large crayons for scribbling); Uses fingers and hands to grasp and eat finger foods and drink from cups; uses tools for feeding; drinks with a straw</p>	<p><i>PD3 Indicators:</i> PD3.1(2) Uses more refined hand and wrist movements (scribbles, stacks blocks, turns pages)</p> <p>PD3.2(2) Uses hands and eyes together to complete tasks requiring a moderate amount of control (completes three or four piece puzzles, thread beads with large holes, uses shape sorter)</p>	<p><i>PD3 Indicators:</i> PD3.1(3) Refines wrist and finger movements for more control (pours without spilling from small container, successful with some fasteners on clothing, folds paper, manipulates playdough and clay)</p> <p>PD3.2(3) Demonstrates growing hand-eye coordination (strings beads, completes multi-piece puzzles, uses lacing cards, tears paper, uses a keyboard); uses eating utensils with ease</p>	<p><i>PD3 Indicators:</i> PD3.1(4) Uses small, precise hand movements to complete tasks (fastens clothing, folds paper with accuracy and symmetry; begins attempting to tie shoes, uses a dominant hand)</p> <p>PD3.2(4) Demonstrates more precise hand-eye coordination (uses connecting blocks, small pop beads, Lego bricks, forms playdough into more recognizable shapes, builds more intricate block structures, weaves)</p>



EMERGING	EMERGING	PD3.3(2) Gains control of small muscles while learning to use art media (uses scissors to snip; paints with large paintbrushes, uses large crayons); uses fine motor muscles in a variety of ways (blows bubbles, clicking/clucking tongue, etc.)	PD3.3(3) Uses tools that require dexterity of small muscles (crayons, markers, scissors to cut straight lines	PD3.3(4) Use tools that require strength and dexterity of small muscles with moderate control (holds scissors correctly to cut shapes and curved lines; controls use of writing, drawing, art tools, and art/craft media; uses spray bottles, paper punch)
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**Subdomain PD4: Safety Awareness and Self-Care**

**Goal: Practices safety and self-care.**

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>PD4 Indicators:</i> PD4.1(0) Listens and watches adults (facial expressions and voice tone) for cues of a harmful situation</p> <p>PD4.2(0) Responds well when physical needs are met (diaper changes, feedings, nose care)</p>	<p><i>PD4 Indicators:</i> PD4.1(1) Looks for cues from adults to guide behavior in possible harmful situation</p> <p>PD4.2(1) Accepts and is more involved with physical care routines (toothbrushing, nose wiping, diapering, handwashing, dressing, etc.)</p>	<p><i>PD4 Indicators:</i> PD4.1(2) Recognizes some harmful situations with guidance; begins to understand safe and unsafe behaviors</p> <p>PD4.2(2) Shows self-care development in physical care routines (assisting with toothbrushing, handwashing, dressing, diapering/toileting, nose wiping, covering mouth when coughing/sneezing, etc.); becomes more conscious of natural body rhythms (hunger, tiredness, etc.)</p>	<p><i>PD4 Indicators:</i> PD4.1(3) Recognizes and avoids potentially harmful items and situations with guidance; begins to follow basic safety and health rules</p> <p>PD4.2(3) Develops independence in daily routines (dresses and undresses with assistance with fasteners, uses tissues for nose and napkins for face with reminders, washes hands and face and brushes teeth with assistance, cares for toileting needs with assistance); continues to develop interoception (acknowledges hunger, expresses tiredness, etc.)</p>	<p><i>PD4 Indicators:</i> PD4.1(4) Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules</p> <p>PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.); exhibits interoception (voices hunger and requests snack, expresses tiredness and chooses to rest, etc.)</p>

## Domain: Creative Arts

### Subdomain CA1: Visual Arts

#### Goal: Creates and appreciates art.

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>CA1 Indicators:</i> CA1.1(0) Shows curiosity, exploring a wide variety of art media through sensory experiences</p>	<p><i>CA1 Indicators:</i> CA1.1(1) Uses a variety of materials in exploring and creating age-appropriate artwork</p>	<p><i>CA1 Indicators:</i> CA1.1(2) Chooses and participates in art activities, using different materials to create artwork</p>	<p><i>CA1 Indicators:</i> CA1.1(3) Creates art with different types of materials and techniques across learning domains</p>	<p><i>CA1 Indicators:</i> CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences</p>
<p>CA1.2(0) Responds to or shows interest in visual stimuli (bright colors, toys, mobiles, stuffed animals, etc.)</p>	<p>CA1.2(1) Shows interest in visual stimuli (wall hangings, photographs, paintings, etc.)</p>	<p>CA1.2(2) Shows interest in own works of art and the works of others with prompting</p>	<p>CA1.2(3) Shows interest in others' art; may comment on the works of others with prompting</p>	<p>CA1.2(4) Appreciates artistic creations of others and art events; shares opinions about likes and dislikes</p>

### Subdomain CA2: Music

#### Goal: Creates and enjoys music.

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<p><i>CA2 Indicators:</i> CA2.1(0) Responds to and shows interest in musical sounds by turning head or moving body; explores vocal sounds through imitation</p>	<p><i>CA2 Indicators:</i> CA2.1(1) Expresses pleasure or excitement when listening to music; vocalizes some words in repetitive songs</p>	<p><i>CA2 Indicators:</i> CA2.1(2) Shows interest and participates in a wide variety of music and songs; sings some simple songs; explores volume</p>	<p><i>CA2 Indicators:</i> CA2.1(3) Knows and sings songs; uses appropriate tone in songs requiring loud and soft sounds</p>	<p><i>CA2 Indicators:</i> CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains</p>
<p>CA2.2(0) Responds to and explores musical rhythms through movement</p>	<p>CA2.2(1) Moves body in rhythm with music</p>	<p>CA2.2(2) Explores musical rhythms through movement, with and without instruments and props</p>	<p>CA2.2(3) Explores musical rhythm, patterns, and beat through movement, musical instruments, and props</p>	<p>CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props</p>

**Subdomain CA3: Movement and Dance****Goal: Participates in movement and dance.**

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<i>CA3 Indicators:</i> CA3.1(0) Moves body with some intent and control in response to music or songs	<i>CA3 Indicators:</i> CA3.1(1) Imitates some movements and sounds in response to cues in songs or fingerplays	<i>CA3 Indicators:</i> CA3.1(2) Moves and dances alone or with others; performs movements in songs and fingerplays	<i>CA3 Indicators:</i> CA3.1(3) Participates in solo or group creative movement activities and dance; uses creative movement and dance across learning domains	<i>CA3 Indicators:</i> CA3.1(4) Designs original movements and interpretations; participates in and uses creative movement and dance across learning domains

**Subdomain CA4: Dramatic Play and Imagination****Goal: Engages in dramatic play.**

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
<i>CA4 Indicators:</i> CA4.1(0) Moves to act on environment with intent and control; vocalizes to get attention	<i>CA4 Indicators:</i> CA4.1(1) Observes and imitates, sounds, gestures, and behaviors of others	<i>CA4 Indicators:</i> CA4.1(2) Uses imitation or pretend play to express creativity and imagination	<i>CA4 Indicators:</i> CA4.1(3) Participates in creative dramatic play and make believe across learning domains	<i>CA4 Indicators:</i> CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains); demonstrates understanding of difference between pretend and reality
EMERGENT	CA4.2(1) Uses dolls and toys as if they were real; engages in pretend play with realistic objects	CA4.2(2) Uses objects in new ways or in pretend play; uses multiple toy props; engages in pretend play to act out daily routines	CA4.2(3) Uses or makes props to represent another object (pretends a box is a boat); acts out familiar roles (teachers, doctors)	CA4.2(4) Uses props in increasingly creative ways in dramatic play (molds playdough to represent a phone)

## Domain: Dual Language Learners

### Subdomain DL1: Receptive Language (Listening and Understanding)

#### Goal: Listens to and comprehends language.

<b>Beginning</b>	<b>Middle</b>	<b>Later</b>
Understanding of Receptive Language (Home and Second Language)  DL1.1(B) Responds to gestures and simple directions in home and second language; begins to understand simple words in home and second language; listens with interest to picture books read aloud	Understanding of Receptive Language (Second Language)  DL1.1(M) Follows simple routine directions in second language with adult support; listens and participates in rhyming activities to hear the patterns in language; understands some common words in simple picture books read aloud	Increasing Understanding of Receptive Language (Second Language)  DL1.1(L) Follows one- and two-step oral directions in second language with adult support; gains meaning and responds to texts read aloud with adult and context clue support; gains meaning from conversations with others

### Subdomain DL2: Expressive Language (Speaking Second Language)

#### Goal: Communicates with others.

<b>Beginning</b>	<b>Middle</b>	<b>Later</b>
Use of Expressive Language (Home and Second Language)  DL2.1(B) Uses gestures, facial expressions, and single-word utterances to communicate needs and wants in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases	Use of Expressive Language (Second Language)  DL2.1(M) Begins to combine words from home and second languages to communicate needs and wants, and to participate in two-way conversations; responds to texts read aloud, songs, and rhymes, repeating simple words and phrases and answering simple questions as a sign of comprehension with adult support	Use of Expressive Language (Second Language)  DL2.1(L) Communicates with others in second language by expanding sentences using increased vocabulary; listens and responds to texts read aloud, answering more complex questions in second language with adult support