

Learning Beyond Paper Domains	LBP Strand	LBP Standard	LBP Progress Monitoring Skill	18-Month Indicators	24-Month Indicators
(PD) Physical Development	A. Health and Well-Being	1. Practices healthy and safe habits	a. Actively participates in physical activity for three to five minutes at a time	18M.1 Participates in physical activities for one to two minutes at a time with frequent verbal prompting/encouragement	24M.1 Participates in physical activities for three to five minutes at a time with verbal prompting/reminders
			b. Identifies and tries to avoid dangers with assistance	18M.1 Notices dangers when an adult explicitly points them out (The stove is hot, The scissors are sharp) 18M.2 Begins to follow guidelines set out by adults (We hold hands in the parking lot, We walk inside the classroom.)	24M.1 Follows basic safety practices with adult prompting/encouragement such as using walking feet in the classroom, having gentle hands when handling a pet, etc
			c. Makes adult aware of health and self-care needs and seeks assistance	18M.1 With adult modeling, becomes aware of self-care or personal hygiene needs such as washing dirty hands or wiping a dirty face. 18M.2 Feeds self with fingers and may attempt to use utensils with some physical prompting/assistance 18M.3 With physical prompting/assistance, attempts to drink from a cup	24M.1 With verbal prompting, seeks assistance with self-care or personal hygiene needs such as washing dirty hands or wiping a dirty face. 24M.2 Regularly attempts to use utensils to feed self 24M.3 Regularly attempts to drink from a cup
		2. Participates in activities related to nutrition	a. Distinguishes between food and non-food items	18M.1 With adult modeling, becomes aware of items that are food and items that are not food	24M.1 With verbal prompting/encouragement, keeps non-food items out of mouth
			b. Shows interest in and tries new foods	18M.1 Shows interest in a variety of foods presented by an adult	24M.1 Feels, licks, smells or tastes new foods when offered multiple times
		B. Use of Senses	1. Demonstrates an awareness of the body in space and a child's relationship to objects in space	a. Acts and moves with intention and purpose with some adult assistance	18M.1 Moves from cruising to walking and begins to develop balance when walking
	b. Uses trial and error to discover how the body fits and moves through space			18M.1 With adult modeling, attempts to crawl or climb over, under or through obstacles	24M.1 With verbal prompting/encouragement, crawls or climbs over, under or through obstacles
	2. Uses senses (sight, touch, hearing, smell, and taste) to explore the learning environment and process information		a. Engages in sensory experiences with some adult assistance	18M.1 Engages in sensory experiences with physical prompting/assistance	24M.1 With verbal prompting/encouragement, engages in a variety of sensory experiences that combine two or more senses together (seeing and hearing, feeling and tasting, etc)
	C. Motor Skills	1. Demonstrates gross motor skills	a. Gains control and coordination of body movements	18M.1 Moves from cruising to walking and begins to develop balance when walking	24M.1 Walks with intention and purpose 24M.2 Attempts to jump into areas with different textures such as puddles, snow piles, leaf piles or sand pits 24M.3 Attempts to jump off raised ledges or slightly raised stable structures such as a riser or step stool

			b. Develops emerging coordination and balance	18M.1 Pulls to standing, cruises, and lowers self from standing using sturdy classroom furniture, the wall or stable push/pull toys 18M.2 Moves from cruising to walking or sitting to standing with minimal physical assistance from an adult	24M.1 Moves from sitting to standing and walking to running with increased balance 24M.2 Independently rocks back and forth on a rocking toy or chair 24M.3 Attempts to throw a ball to a peer or an adult 24M.4 Attempts to kick a ball 24M.5 Attempts to catch a ball that is rolled or tossed by a peer or an adult	
			2. Demonstrates fine motor skills	a. Gains control of hands and fingers	18M.1 Uses hands to pull objects, pick up objects, turn objects over, or point to objects 18M.2 Uses hands to open latches or turn door handles	24M.2 Uses hands to push, pull, turn, roll or open objects 24M.3 Uses hands to participate in songs with hand motions
				b. Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination	18M.1 Attempts to drop small objects into containers 18M.2 Attempts to stack blocks or cups, 18M.3 Attempts to place rings on a rod 18M.4 Attempts to pick up single bites of food 18M.5 Moves objects back and forth between both hands	24M.1 Drops small objects into containers 24M.2 Stacks blocks or cups 24M.3 Places rings on a rod 24M.4 Picks up single bites of food
				c. Uses tools and different actions on objects	18M.1 With adult modeling, understands that tools such as a pull string or a long handle can help bring an object into reach	24M.1 With verbal prompting/encouragement, uses tools to push, pull, drag, or roll various objects
(APL) Approaches to Play and Learning	A. Initiative and Exploration	1. Demonstrates initiative and self-direction	a. Demonstrates a desire to complete more complex tasks by self	18M.1 Demonstrates a desire to assist with more complex tasks by reaching for and grabbing objects and toys 18M.2 Uses gestures and limited verbal communication to make needs known	24M.1 Demonstrates desire to complete more complex tasks by self (dressing self, throwing away own trash, taking meal to the table, cleaning up own spills, etc.) by using gestures and/or verbalizations.	
			b. Selects book or toy from several options	18M.1 Tries a variety of approaches to getting the desired book or toy by moving towards the object 18M.2 Tries a variety of approaches to getting the desired book or toy by making vocalizations	24M.1 Intentionally selects a book or toy and brings the selected item to an adult	
		2. Demonstrates interest and curiosity	a. Shows interest in what others are doing	18M.1 With adult modeling, notices the actions of people surrounding them 18M.2 With adult modeling, notices objects surrounding them 18M.3 With adult modeling, notices different places	24M.1 With verbal prompting/encouragement, points to preferred people, objects or places 24M.2 With verbal prompting/encouragement, begins to imitate the actions of the people surrounding them	
			b. Begins to show curiosity/interest in new objects, experiences, and people	18M.1 With adult modeling, listens to new songs or examines new toys or materials	24M.1 With verbal prompting/encouragement, listens to new songs 24M.2 With verbal prompting/encouragement, examines new toys or materials 24M.3 With verbal prompting/encouragement, meets new people 24M.4 With verbal prompting/encouragement, participates in new or novel experiences	

	B. Attentiveness and Persistence	1. Demonstrates self-control (Executive Functioning Skill)	a. Engages and persists with an activity, toy, or object (Executive Functioning Skill)	18M.1 With frequent/continued encouragement, engages with an activity, toy or object for increased periods of time (Executive Functioning Skill) 18M.2 Spends extended time enjoying familiar/favorite games like peek-a-boo or find the toy with an adult (Executive Functioning Skill)	24M.1 With minimal verbal prompting, engages with a new activity, toy or object for sustained periods of time (Executive Functioning Skill)
			b. Demonstrates focus on a specific task or activity (Executive Functioning Skill)	18M.1 With frequent/continued encouragement, remains focused on a task or activity (Executive Functioning Skill)	24M.1 With minimal verbal prompting, remains focused on an activity or task for an increased period of time (Executive Functioning Skill)
	C. Play	1. Engages in a progression of individualized and imaginative play 2. Demonstrates a cooperative and flexible approach to play	a. Uses objects for a real or imagined purpose	18M.1 With adult modeling, uses everyday objects in imaginative play such as pots and pans, spoons, cups, boxes	24M.1 With verbal prompting/encouragement, finds new things to do with familiar objects such as wear a pot for a hat, use a spoon as a drumstick or stack boxes
			b. Plays independently with some interaction with other children	18M.1 Engages in mostly solitary play with some parallel play.	24M.1 Plays alongside other children and interacts with peers for short periods of time (rolling a ball back and forth, playing chase, looking at books together)
(SED) Social and Emotional Development	A. Developing a Sense of Self	1. Develops self-awareness	a. Shows knowledge of their own abilities and communicates preferences	18M.1 Uses vocalizations and/or gestures to communicate likes for foods, activities, toys, etc. 18M.2 Uses vocalizations and/or gestures to communicate dislikes for foods, activities, toys, etc.	24M.1 Uses words and/or gestures to express likes for foods, activities, toys, etc. 24M.2 Uses vocalizations and/or gestures to express dislikes for foods, activities, toys, etc. 24M.3 Uses words or gestures to express to adults a desire to complete a task independently 24M.4 May say "I did it!" after accomplishing an independent task
			b. Begins to develop an understanding of personal characteristics	18M.1 With verbal prompting/encouragement, points to body parts such as head, hands, arms, legs, belly/tummy, eyes, ears, mouth, nose, etc. 18M.2 With adult modeling, begins to understand personal characteristics such as eye color, hair color, etc. 18M.3 Enjoys looking at their own reflection in the mirror	24M.1 Points to body parts such as head, hands, arms, legs, belly/tummy, eyes, ears, mouth, nose, etc. 18M.2 With verbal prompting/encouragement, begins to show understanding of personal characteristics such as eye color, hair color, etc. 18M.3 Plays (smiles, makes faces, makes sounds) with their own reflection in the mirror
		2. Engages in self expression	a. Displays a range of emotions such as happiness, sadness, and fear in response to familiar or unfamiliar environments or objects	18M.1 With adult modeling, attempts to make facial expressions or vocalizations that show basic emotions such as happiness, sadness, anger or fear 18M.2 Begins to show a change in emotions when moving between familiar and unfamiliar environments 18M.3 Begins to show a change in emotions when encountering familiar or unfamiliar objects/materials	24M.1 With verbal prompting and encouragement, attempts to make facial expressions or vocalizations that show basic emotions such as happiness, sadness, anger or fear 24M.2 Regularly shows a change in emotions when moving between familiar and unfamiliar environments 24M.3 Regularly shows a change in emotions when encountering familiar or unfamiliar objects/materials

	B. Self-Regulation	1. Demonstrates self-control (Executive Functioning Skill)	a. Self-soothes with minimal adult support	18M.1 Seeks out an adult to provide physical support and encouragement when dealing with strong emotions	24M.1 Calms self by sucking on fingers or thumb, holding a favorite toy, moving to a calm place in the classroom, or finding a preferred adult	
			b. Demonstrates the beginnings of impulse control with adult support (Executive Functioning Skill)	18M.1 With adult modeling and frequent encouragement, begins to participate in classroom routines and rituals 18M.2 May repeat "no", "hot", or "ouch" when seeing items that an adult has previously indicated are unsafe	24M.1 With verbal prompting and encouragement, begins to wait for short periods while a meal is being prepared or a crib is being set up for nap (Executive Functioning Skill) 24M.2 Attempts to stop self before completing an action that an adult has previously indicated is unsafe such as pulling hand back before touching the stove top (Executive Functioning Skill)	
			c. Follows simple routines (such as eating, napping, or playing) in a group setting with adult support	18M.1 Begins to establish individual routines at school such as meal times, nap times, and play times	24M.1 With adult support, begins to shift individual routines to align with group routines such as meal times, nap times and play times	
	C. Developing a Sense of Self with Others	1. Develops relationships with adults	a. Shows beginning signs of affection with familiar adults	18M.1 Makes vocalizations, smiles, waves, extends arms or physically moves to greet a familiar adult	24M.1 With adult modeling, verbal prompting and encouragement, may blow kisses, give hugs, or verbalize the names of familiar adults	
		2. Develops relationships with peers	a. Shows awareness of feelings displayed by others	18M.1 Begins to understand that peers can have emotions similar to theirs when an adult explicitly points out those emotions	24M.1 With verbal prompting, notices when other children are happy or sad 24M.2 With adult modeling, may show excitement for peers that are happy or provide comforting gestures for peers that are sad	
			b. Engages in mostly solitary play with some parallel play	18M.1 With verbal prompting and encouragement, independently plays with materials and/or toys provided for short periods of time	24M.1 With adult modeling and verbal prompting, begins to stand near peers while they are engaged in play 24M.2 With adult modeling and verbal prompting, begins to walk over to peers who are engaged in play 24M.3 With adult modeling and verbal prompting, may give toys or materials to a peer	
			c. Begins to relate to and show enjoyment in interactions with other children	18M.1 With verbal prompting and physical cues, begins to notice peers in their learning environment	24M.1 With adult modeling and verbal prompting, attempts to engage in social interactions with peers like basic turn taking	
	(LEL) Language and Emergent Literacy	A. Receptive Language (Listening)	1. Listens to conversations for a variety of purposes and demonstrates comprehension	a. Listens and responds to language during conversations, songs, stories, or other experiences (Executive Functioning Skill)	18M.1 With verbal prompting and encouragement, mimics adult by attempting to repeat words/phrases or mirroring the adult's gestures (Executive Functioning Skill) 18M.2 With verbal prompting and encouragement, responds to conversations with gestures or actions 18M.3 With verbal prompting and encouragement, responds to songs or stories with gestures or actions	24M.1 With verbal prompting, responds to conversations with words/phrases, gestures or actions 18M.3 With verbal prompting and encouragement, responds to songs or stories with words/phrases, gestures or actions
				b. Responds to adults' questions with answers	18M.1 With verbal prompting and encouragement, mirrors the adult's gestures in response to adult questions 18M.1 With verbal prompting and encouragement, mimics adult by attempting to repeat words/phrases (Executive Functioning Skill)	24M.1 With verbal prompting, responds to adult questions with simple words/phrases and gestures
c. Listens to and follows simple directions (Executive Functioning Skill)				18M.1 With adult modeling, mimics adult and follows simple directions such as lay down, give me the soon, find your toy (Executive Functioning Skill)	24M.1 With frequent verbal prompting and encouragement, listens to and follows simple directions such as bring me the cup, find your shoes, give me your hand (Executive Functioning Skill)	

		2. Acquires vocabulary introduced in conversations, activities, stories, and/or books	a. Demonstrates understanding of simple words through their actions	18M.1 With verbal prompting and physical cues, looks at or points to a person that has been named (mom, dad, sister, brother, grandparent, caregiver) 18M.2 With verbal prompting and encouragement, responds appropriately to the meaning of words e.g. walk, run, jump 18M.3 With verbal prompting, recognizes familiar objects when named (cup, favorite food, favorite drink, classroom toys, etc)	24M.1 Looks at or points to a person that has been named or repeats the name of the person 24M.2 Looks at or points to a familiar object that has been named or repeats the name of the object 24M.3 Responds appropriately to the meaning of words like clap, lay down, sit
	B. Expressive Language	1. Uses non-verbal communication for a variety of purposes	a. Communicates needs and wants through nonverbal gestures and actions	18M.1 Begins to communicate needs and wants through vocalizations or gestures	24M.1 With adult modeling, communicates needs and wants through simple words, gestures or actions (Says "I'm okay", points to skinned knee after falling down, says "boo boo" and points to injury)
			b. Mimics others nonverbal gestures and actions to express feelings	18M.1 With verbal prompting and physical cues, begins to mimic an adult's nonverbal gestures and actions to express anger, sadness, or joy	24M.1 With verbal prompting and physical cues, begins to notice nonverbal gestures and actions of peers 24M.2 With verbal prompting and physical cues, begins to mirror a peers' nonverbal gestures and actions when they are angry, sad, or happy (stomping feet, crossing arms, clapping hands, dropping head)
		2. Uses increasingly complex spoken language	a. Experiments with spontaneous vocal play	18M.1 With adult modeling, uses variations in pitch when speaking or babbling 18M.2 With verbal prompting and encouragement, imitates the repeated varied sounds made by an adult	24M.1 With verbal prompting and encouragement, uses variations in pitch, tone, or volume, when speaking or babbling
			b. Uses one word sentences or two word phrases to communicate	18M.1 With adult modeling, imitates new words or uses simple signs for one word requests 18M.2 Has a vocabulary (verbal and/or sign language) of up to 50 words	24M.1 With verbal prompting, uses one or two words (maybe paired with simple signs) to communicate 24M.2 Has a vocabulary (verbal and/or sign language) of 50-200 words
	C. Early Reading	1. Acquires meaning from a variety of materials read aloud	a. Touches or identifies pictures when prompted	18M.1 With verbal prompting and physical cues, points at named pictures in a book and makes the sounds for the animals/characters/objects in the book 18M.2 With verbal prompting and physical cues, points at named pictures in a book and attempts to say the name for the animals/characters/objects in the book	24M.1 With verbal prompting, points at named pictures in a book and makes sounds for the animals/characters/objects in the book 24M.2 24M.1 With verbal prompting, points at named pictures in a book and says name for the animals/characters/objects in the book
		2. Develops early phonological awareness (awareness of units of sound)	a. Listens to and participates in familiar nursery rhymes, songs, and fingerplays with adult support (Executive Functioning Skill)	18M.1 With adult modeling, says a few words or phrases of familiar nursery rhymes or poems (Executive Functioning Skill) 18M.2 With adult modeling, may sing repetitive refrains from songs (Executive Functioning Skill)	24M.1 With verbal prompting and encouragement, repeats a few words or phrases of familiar nursery rhymes or poems (Executive Functioning Skill) 24M.3 With verbal prompting and encouragement, sings repetitive refrains from songs (Executive Functioning Skill)
		3. Demonstrates awareness of print concepts	a. Asks to have books read to them	18M.1 Looks at the pictures while an adult reads aloud and if seated in an adult's lap will help the adult turn the pages of the book	24M.1 Brings an adult a preferred book to be read aloud 24M.2 Requests a preferred book by a partial title, book character or familiar book event

			b. Holds books upright and helps turn pages one at a time with adult support	18M.1 With adult modeling, holds a book upright and may attempt to turn the pages	24M.1 With verbal prompting and physical cues, holds a book upright and turns pages one at a time
			c. Recognizes some familiar logos in the environment (classroom, school, neighborhood, community) with adult support	18M.1 With adult modeling, mimics the adult and repeats the names of familiar logos (Stop, McDonalds, Exit, etc.) found in the environment (classroom, school, neighborhood, community)	24M.1 With verbal prompting, produces the names of familiar logos (Stop, McDonalds, Exit, etc.) found in the environment (classroom, school, neighborhood, community)
			D. Early Writing	1. Uses writing for a variety of purposes	a. Uses writing or drawing instruments to makes random marks and scribbles
(CD-M) Cognitive Development-Mathematics	A. Number and Quantity	1. Organizes, represents, and builds knowledge of quantity and number	a. Shows awareness of early concepts related to amount	18M.1 With adult modeling, asks for more with words or gestures 18M.2 With adult modeling, uses words or gestures to indicate when no objects are left or things are "all gone"	24M.1 With verbal prompting, asks for more with words or gestures 24M.2 With verbal prompting, uses words or gestures to indicate when no objects are left or things are "all gone"
			2. Manipulates, compares, and describes relationships using quantity and number	a. Counts groups of one and two objects with adult support	18M.1 With adult modeling, mimics adult and counts one or two objects in daily routine (one light, two doors, one chair, two books, etc)
		b. Applies number and counting to daily routine with adult support	18M.1 With adult modeling, mimics adult and counts one or two objects in daily routine (one cup, two cookies, one spoon, two strawberries)	24M.1 With verbal prompting, counts one or two objects in daily routine (one cup, two cookies, one spoon, two strawberries)	
		B. Measurement and Comparison	1. Explores and communicates about distance, weight, length, height, and time	a. Explores and identifies objects that are big or small, heavy or light, and tall or short, with adult support	18M.1 With adult modeling and physical cues, points to the object that is big/small, heavy/light, tall/short when given a group of two objects
	b. Uses size words appropriately			18M.1 With adult modeling, mimics an adult as they use size words for everyday objects like a big ball or a small car	24M.1 With verbal prompting and encouragement, uses size words for everyday objects like a big ball or a small car
	2. Sorts, orders, classifies, and creates patterns (Executive Functioning Skill)	a. Copies patterns using sounds or physical movements, with adult support (Executive Functioning Skill)	18M.1 With adult modeling and physical cues, mimics adult while the adult creates basic AB patterns using sound (clap, pat, clap, pat) (Executive Functioning Skill) 18M.2 With adult modeling and physical cues, mimics adult while the adult creates basic AB patterns using physical actions (arms up, arms down, arms up, arms down) (Executive Functioning Skill)	24M.1 With verbal prompting and physical cues, mimics adult while the adult creates basic AB patterns using sound (clap, pat, clap, pat) (Executive Functioning Skill) 18M.2 With verbal prompting and physical cues, mimics adult while the adult creates basic AB patterns using physical actions (arms up, arms down, arms up, arms down) (Executive Functioning Skill)	
		b. Orders several objects on the basis of one characteristic through trial and error (Executive Functioning Skill)	18M.1 With adult modeling, uses trial and error to order two or three objects based on one characteristic such as height 18M.2 With adult modeling, uses trial and error to visually compare two or three objects by one characteristic such as length	24M.1 With verbal prompting, uses trial and error to order two or three objects based on one characteristic such as height 24M.2 With verbal prompting, uses trial and error to visually compare two or three objects by one characteristic such as length	

	C. Geometry and Spatial Thinking	1. Explores, recognizes, and describes spatial relationships between objects	a. Recognizes basic shapes and matches two identical shapes	18M.1 With adult modeling and physical cues, recognizes the basic shape of circle and/or square 18M.2 With adult modeling and physical cues, matches a large circle to a large circle or a square block to a square block	24M.1 With verbal prompting and encouragement, matches basic shapes together e.g putting shapes into a shape sorter or completing a shape peg puzzle (Executive Functioning Skill)
			b. Attempts to move objects in different directions, such as up, down, around or under with adult prompting and guidance	18M.1 With adult modeling and physical cues, takes an object like a toy or bean bag and moves it in the direction given by the adult (up, down, in, out, under)	24M.1 With frequent verbal prompting and encouragement, takes an object like a toy or bean bag and moves it in the direction given by the adult (up, down, in, out, under)
		2. Explores, recognizes, and describes shapes and shape concepts	a. Begins to slide, rotate, and flip objects to make them fit with adult support	18M.1 With adult modeling and physical cues, slides/flips/rotates objects to make them fit (shapes in a shape sorter or large peg puzzles)	24M.1 With frequent verbal prompting, slides/flips/rotates objects to make them fit (shapes in a shape sorter or large peg puzzles) (Executive Functioning Skill)
(CD-S) Cognitive Development-Science	A. Scientific Skills and Methods	1. Demonstrates scientific inquiry skills	a. Uses simple tools to explore and investigate the learning environment (indoors and outdoors)	18M.1 With adult modeling, uses simple tools to explore and investigate the learning environment (indoors and outdoors) such as a spoon dig, a cup to move material from one location to another or a magnifying glass to examine objects	24M.1 With verbal prompting, uses simple tools to explore and investigate the learning environment (indoors and outdoors) such as a spoon dig, a cup to move material from one location to another or a magnifying glass to examine objects
	B. Earth and Space	2. Demonstrates knowledge related to the dynamic properties of earth and sky	a. Engages in structured play using water	18M.1 With adult modeling and physical cues, engages in water play watching an adult empty and fill different containers 18M.2 With adult modeling and physical cues, engages in water play watching an adult use a funnel	24M.1 With verbal prompting and encouragement, engages in water play and empties or fills different containers 24M.2 With verbal prompting and encouragement, engages in water play and uses a funnel
			b. Engages in structured play using sand, soil, and mud	18M.1 With adult modeling and physical cues, engages in play with soil, sand and mud by watching an adult empty and fill different containers or use a funnel with the materials	24M.1 With verbal prompting and encouragement, engages in play with soil, sand and mud by emptying and filling different containers or using a funnel with the materials
			c. Identifies the objects in the sky and uses basic vocabulary to describe day and night	18M.1 With adult modeling, begins to identify daytime and nighttime	24M.1 With verbal prompting and physical cues, begins to identify the sun and associate the sun with the daytime 24M.2 With verbal prompting and physical cues, begins to identify the moon or stars and associate them with nighttime
			d. Uses emerging vocabulary to describe basic weather	18M.1 With adult modeling, begins to repeat words that describe weather such as hot, cold, rain, sun, snow, etc.	24M.1 With frequent verbal prompting, begins to use words that describe weather such as hot, cold, rain, sun, snow, etc.

	C. Living Things	1. Demonstrates knowledge related to living things and their environment (habitat, territory, home, ecosystem)	a. Interacts with plants and animals	18M.1 With adult modeling and physical cues, interacts with plants or animals by looking, smelling, listening, touching or tasting when appropriate	24M.1 With verbal prompting and encouragement, interacts with plants or animals by looking, smelling, listening, touching or tasting when appropriate
	D. Physical Science	1. Demonstrates knowledge related to physical science	a. Plays with and explores different toys and objects	18M.1 With adult modeling and verbal prompting, explores new toys in the learning environment	24M.1 With verbal prompting and encouragement, plays with a variety of toys and objects in the learning environment
			b. Demonstrates ability to push and pull objects	18M.1 With adult modeling and physical cues, pulls objects towards self or pushes objects away from self	24M.1 With verbal prompting, pushes and pulls objects to move them while playing with them
			c. Observes that objects move at different speeds	18M.1 Notices that objects move fast or slow when adult explicitly points it out	24M.1 With verbal prompting, takes notice of an object moving fast or slow
			d. Shows interest and curiosity about objects in their immediate physical environment	18M.1 With adult modeling, shows interest and curiosity about objects in their immediate physical environment by bringing the object to an adult or, if able, using one or two words to ask about the object	24M.1 With verbal prompting, shows interest and curiosity about objects in their immediate physical environment by bringing the object to an adult, using one to two words to ask about the object or playing with the object for an extended period of time
			e. Explores solids and liquids	18M.1 With adult modeling, explores materials that are in different states of matter like water, ice, slime, oobleck	24M.1 With verbal prompting and encouragement, explores materials that are in different states of matter like water, ice, slime, oobleck
	E. Interaction with the Environment	1. Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth, home) through the conservation and preservation of natural resources	a. Identifies familiar people and living things in their learning environment (indoors and outdoors)	18M.1 With adult modeling, identifies familiar people and living things in their learning environment (indoors and outdoors) 18M.2 Shows interest in shared reading experiences about people and living things	24M.1 With verbal prompting, identifies familiar people and living things in their learning environment (indoors and outdoors) 24M.2 Participates in shared reading experiences about people and living things 24M.3 Asks simple questions about people or living things
			b. Begins to demonstrate understanding of sustainability practices	18M.1 With adult modeling, develops an appreciation for nature through sensory experiences (sights, sounds, smells, textures) 18M.2 Shows interest in shared reading experiences about the Earth	24M.1 With adult support, participates in sustainability practices (plants a garden/tree, utilizes recyclables in play, collects rain water, etc.) 24M.2 Participates in shared reading experiences about the Earth 24M.3 Asks simple questions about the Earth

(CD-SS) Cognitive Development- Social Studies	A. Family and Culture	1. Demonstrates understanding of their family and an emerging awareness of their own culture and ethnicity	a. Begins to gesture and ask simple questions regarding differences and/or similarities between self and others	18M.1 With adult modeling, notices differences and/or similarities between self and others	24M.1 With verbal prompting and encouragement, asks questions or gestures to differences and/or similarities between self and others
	B. People and Community	1. Demonstrates an understanding of their community and an emerging awareness of others' culture and ethnicity	a. Demonstrates understanding of simple rules	18M.1 With adult modeling and physical cues, demonstrates understanding of simple rules such as sitting in a designated spot, walking in the classroom, handling materials with care	24M.1 With frequent verbal prompting, demonstrates understanding of simple rules such as sitting in a designated spot, walking in the classroom, handling materials with care
			b. Observes cultural celebrations	18M.1 With adult modeling, notices symbols and/or foods associated with cultural traditions or celebrations such as holidays or birthdays	24M.1 With verbal prompting, watches others participate in cultural traditions or celebrations such as holidays or birthdays 24M.2 With verbal prompting, points to or names symbols and/or foods associated with cultural traditions or celebrations such as holidays or birthdays
		2. Demonstrates an awareness of geography in their community	a. Recognizes aspects of their classroom and home environment such as people, objects, and designated spaces (e. g reading center, bathroom, kitchen, bedroom)	18M.1 Follows adult directions when asked to find familiar objects in the classroom or home (Executive Functioning Skill) 18M.2 Follows adult directions when asked to return objects to their indicated place in the classroom or home (Executive Functioning Skill)	24M.1 Independently locates familiar items in the classroom 24M.2 With verbal prompting and encouragement, returns familiar items to their indicated place in the classroom (Executive Functioning Skill)
			3. Demonstrates an awareness of economics in their community	a. Completes a task with assistance	18M.1 Engages in a task or activity that interests them
	C. History and Events	1. Understands the passage of time and how events are related	a. Adapts to changes in routine and/or schedule and anticipates events (Executive Functioning Skill)	18M.1 With adult modeling and physical cues, adapts to changes in routine and/or schedule	24M.1 With verbal prompting, adapts to changes in routine and/or schedule and adheres to the changed routine and/or schedule 24M.2 With verbal prompting, use words or gestures to indicate what may come next in the routine and/or schedule (Executive Functioning Skill)
(CD-CD) Cognitive Development- Creative Development	A. Creative Movement and Dance	1. Participates in dance to express creativity	a. Moves body to music (Executive Functioning Skill)	18M.1 With adult modeling and physical cues, participates in individual music and movement activities 18M.2 Expresses self by moving to music	24M.1 With adult modeling and physical cues, mimics adult movements during individual or group music and movement activities (Executive Functioning Skill) 24M.2 With verbal prompting and encouragement, produces preferred dance moves during individual or group music and movement activities (Executive Functioning Skill)

			b. Shows interest and curiosity about different dance genres	18M.2 With adult modeling and physical cues, attempts to move body in different ways while listening to different genres of music with different beats and rhythms 18M.2 With adult modeling and verbal prompting, notices specific dance movements associated with different genres of dance	24M.1 With verbal prompting and encouragement, shifts body movements to match the different beats and rhythms of different genres of music (Executive Functioning Skill) 24M.2 With adult modeling and verbal prompting, attempts to perform specific dance movements associated with different genres of dance (Executive Functioning Skill)
B. Visual Arts	1. Creates, observes, and analyzes visual art forms to develop artistic expression	a. Expresses self creatively with simple art materials		18M.1 With adult modeling and physical cues, uses simple art materials like finger paint, clay, textured paper, etc.	24M.1 With verbal prompting and encouragement, uses a variety of simple art materials 24M.2 With verbal prompting and encouragement, explores different art media
		b. Communicates what they like about a picture or work of art		18M.1 With adult modeling and verbal prompting, mimics an adult's facial expressions, gestures, and verbal phrases expressing likes about pictures or works of art	24M.1 With verbal prompting and encouragement, uses words and gestures to communicate likes about pictures or works of art 24M.2 Shows a preference for particular pictures or works of art
C. Music	1. Uses their voice, instruments, and objects to musically express creativity	a. Experiments with vocalizations and different sounds produced by instruments		18M.1 With adult modeling, experiments with vocalizations 18M.2 With adult prompting, bangs toys or instruments (symbols, rhythm sticks, triangle, rhythm blocks) together to produce different sounds	24M.1 With adult prompting, experiments with vocalizations and different sounds produced by instruments 24M.2 Shows enjoyment in making different sounds with objects or a variety of instruments (drums, symbols, noise makers, bells, etc.)
		b. Shows interest and curiosity about different music genres		18M.2 Listens to different genres of music with different beats and rhythms 18M.2 With adult modeling and verbal prompting, notices the changes in beat, rhythm, and main instruments when exploring different music genres	24M.1 With verbal prompting and encouragement, shifts body movements to match the different beats and rhythms of different genres of music (Executive Functioning Skill) 24M.2 With adult modeling and verbal prompting, begins to communicate a preference for specific music genres
D. Drama	1. Uses dramatic play to express creativity (Executive Functioning Skill)	a. Listens to rhymes, fingerplays, and stories with props (Executive Functioning Skill)		18M.1 Attends to an adult for short periods of time while the adult utilizes props during fingerplays and stories (Executive Functioning Skill) 18M.2 Attends to an adult while they sing/say familiar rhymes (Executive Functioning Skill)	24M.1 With verbal prompting and encouragement, listens to fingerplays and stories while an adult utilizes props for engagement (Executive Functioning Skill) 24M.2 With verbal prompting and encouragement, actively listens to an adult while they sing/say familiar rhymes (Executive Functioning Skill)
		b. Pretends to take on the characteristics of an animal or pretends to be a favorite book character, with adult support (Executive Functioning Skill)		18M.1 With adult modeling and physical cues, pretends to be an animal by making sounds or movements like the animal or utilizing costumes to dress like the animal (Executive Functioning Skill) 18M.2 With adult modeling and physical cues, pretends to be a favorite books character by mimicking the character's catch phrases, or utilizing costumes to dress like the character (Executive Functioning Skill)	24M.1 With verbal prompting and encouragement, pretends to be an animal by making sounds or movements like the animal or utilizing costumes to dress like the animal (Executive Functioning Skill) 18M.2 With verbal prompting and encouragement, pretends to be a favorite books character by mimicking the character's catch phrases, or utilizing costumes to dress like the character (Executive Functioning Skill)

(CD-CP) Cognitive Development - Cognitive Processes	A. Thinking Skills	1. Demonstrates awareness of cause and effect (Executive Functioning Skill)	a. Repeats actions many times to cause desired effects (Executive Functioning Skill)	18M.1 Explores how to make something happen again by repeating the same actions over and over (filling a container with sand or water and dumping it after it is full or pushing a button to make lights flash or a song play) (Executive Functioning Skill)	24M.1 With verbal prompting and encouragement, uses the same actions over and over again to cause a desired effect (rolling a car down a ramp, pounding a peg into a hole, pushing a button to make a light flash or turning a knob to make a song play) (Executive Functioning Skill) 24M.2 With verbal prompting and encouragement, uses knowledge of cause and effect actions and applies the knowledge to new or novel situations (Executive Functioning Skill)
		2. Uses prior knowledge to build new knowledge (Executive Functioning Skill)	a. Imitates simple actions, gestures, sounds, and words (Executive Functioning Skill)	18M.1 Observes adults doing everyday actions (wiping up a spill, closing a door, or feeding a baby) 18M.2 Attempts to mimic adults' everyday actions (Executive Functioning Skill) 18M.3 Attempts to mimic adults' familiar gestures, sounds or words (Executive Functioning Skill)	24M.1 With adult prompting and physical cues, imitates adults' everyday actions (wiping up a spill, closing a door, or feeding a baby) (Executive Functioning Skill) 24M.2 Utilizes the dramatic play center (play kitchen, baby dolls, high chairs, cribs, brooms, mops, etc.) to mimic adults' everyday actions (Executive Functioning Skill) 24M.3 With verbal prompting and encouragement, mimics adults' familiar gestures, sounds or words (Executive Functioning Skill)
			b. Searches for hidden or missing objects (Executive Functioning Skill)	18M.1 Searches for hidden or missing objects in the place they were last seen (Executive Functioning Skill) 18M.2 Searches for missing objects in the place they were last found (Executive Functioning Skill)	24M.1 With adult prompting and physical cues, searches for hidden objects in places other than where they were last seen (Executive Functioning Skill) 24M.2 With adult prompting and physical cues, searches for missing objects in places other than where they were last found (Executive Functioning Skill)
	B. Problem Solving	1. Demonstrates problem solving skills (Executive Functioning Skill)	a. Solves a simple problem successfully with adult support (Executive Functioning Skill)	18M.1 With adult modeling and physical cues, tries multiple solutions to a problem (Executive Functioning Skill) 18M.2 May repeat the same solution to a problem even if the solution doesn't solve the problem	24M.1 With verbal prompting and encouragement, tries multiple solutions to a problem (Executive Functioning Skill) 24M.2 With verbal prompting and encouragement, persists with finding solutions until discovering a solution or strategy that works (Executive Functioning Skill)
	C. Engineering and Technology	1. Demonstrates an awareness of simple tools and simple machines and their usefulness in designing, crafting and constructing structures or solving problems	a. Uses simple tools and simple machines in play, with adult support	18M.1 Understands that everyday objects can be used as tools (a blanket can pull a toy closer, a spoon or cup can scoop/move things out of a container) 18M.2 Explores simple machines in the classroom (toys with wheels, levers, pull strings or buttons)	24M.1 With adult prompting and physical cues, uses every objects as tools (spoons, forks, cups, boxes, rope/string) 24M.2 With verbal prompting and encouragement, uses simple machines during play in new or novel ways
			b. Begins to explore stability and motion when constructing simple structures, with adult support	18M.1 Begins to understand stability by knocking or tipping over structures/toys and observing them while they fall 18M.2 With adult prompting and physical cues, explores materials that offer a variety of movement and stability (materials that can be grasped, pinched, rolled, squeezed, turned around, mouthed, and chewed)	24M.1 With adult modeling and physical cues, constructs simple structures with materials that offer a variety of movement and stability



