

Learning Beyond Domains	LB Strand	LB Standard	LB Progress Monitoring Skill	Quarter 1 Indicators	Quarter 2 Indicator	Quarter 3 Indicator	Quarter 4 Indicator	
(PD) Physical Development	A. Health and Well-Being	1. Practices healthy and safe habits	a. Begins to initiate self care and personal hygiene routines with adult support	Q1.1 With verbal prompting, seeks assistance with self-care or personal hygiene needs such as washing dirty hands or wiping a dirty face. Q1.2 Begins to understand the concept of dressing and undressing Q1.3 Begins to understand the steps to handwashing	Q2.1 Begins to assist with dressing and undressing by putting arms/legs in clothing or presenting feet for socks and shoes Q2.2 Begins to assist with steps in the hand washing routine like turning on the water or getting the towel to dry hands	Q3.1 With verbal prompting and encouragement, can remove socks and shoes or outerwear (mittens, coats, hats, etc.) Q3.2 Assists the adult with multiple steps in the handwashing process	Q4.1 With verbal prompting and encouragement, can assist with hand washing routine (turn on water, pump soap, turn off water, dry hands) Q4.2 Puts on or takes off clothing items like socks, shoes, coats, and hats. Q4.3 May request to have a soiled diaper changed Q4.4 May request to use the potty	
			b. Verbalizes simple safety rules	Q1.1 With adult modeling and physical cues, begins to understand the meaning of safe and unsafe.	Q2.1 With adult modeling and prompting, identifies actions in the classroom and on the playground that are unsafe (e.g., <del>standing on a chair</del> )	Q3.1 With adult modeling and prompting, identifies actions in the classroom and on the playground that are safe (e.g., <del>using walking foot inside</del> )	Q4.1 With verbal prompting and encouragement, states basic classroom and playground safety rules (e.g., use walking feet, keep <del>toys out of your mouth</del> )	
			c. Cooperates with adults when in unsafe situations	Q1.1 With adult modeling and prompting, begins to understand the meaning of safe and unsafe.	Q2.1 With adult modeling and prompting, identifies actions at school and at home that are unsafe (e.g., standing on a chair, touching a hot stove, running in <del>the parking lot</del> )	Q3.1 With adult modeling and prompting, identifies actions at school and at home that are safe (taking an adults hand when crossing the street, asking before <del>petting an unfamiliar dog</del> )	Q4.1 With verbal prompting and encouragement, complies with safety requests like holding a hand, staying away from the hot stove, asking before touching an <del>unfamiliar animal</del>	
			2. Participates in activities related to nutrition	a. Expresses preferences about food likes and dislikes	Q1.1 Tries the variety of foods offered at meal time	Q2.1 Selects a food when offered two choices	Q3.1 Indicates yes or no when offered one food choice	Q4.1 Says no or pushes away food that is not liked Q4.2 Requests more servings of a preferred foods
				b. Recognizes healthy foods	Q1.1 Learns the definition of healthy Q1.2 Learns the definition of unhealthy	Q2.1 With adult modeling and prompting, identifies common foods as healthy Q2.2 With adult modeling and prompting, identifies common <del>foods as unhealthy</del>	Q3.1 With verbal prompting and encouragement, can select a healthy food from two or three food choices	Q4.1 Can independently identify healthy foods when given a choice of three or more foods
				c. Notifies an adult when hungry or thirsty	Q1.1 With adult modeling and prompting, identifies physical feelings of hunger Q1.2 With adult modeling and prompting, identifies physical feelings of thirst Q1.3 With adult modeling and prompting, identifies physical	Q2.1 With verbal prompting and encouragement, identifies physical feelings of hunger Q2.2 With verbal prompting and encouragement, identifies physical feelings thirst Q2.3 With verbal prompting and encouragement, identifies	Q3.1 Seeks out food or drink when hungry or thirsty Q3.2 Pushes away food, turns head, or pushes away from the table when full	Q4.1 Uses words like snack, lunch, food, water, milk, or hungry to indicate hunger or thirst Q4.2 Uses words like no more, no, or full to indicate feelings of fullness

	B. Use of Senses	1. Demonstrate an awareness of the body in space and child's relationship to objects in space	a. Utilizes sensory input and body awareness to understand how the body interacts with people and objects	Q1.1 Notices the surface change and spends time exploring the different surfaces Q1.2 Adjusts walking speed based on the surface	Q2.1 Moves from running to walking based on the surface Q2.2 Adjusts running speed based on the surface	Q3.1 Develops an awareness of own body in space (personal space)	Q4.1 Handles materials in different ways based on sensory input such as the need to push harder on clay than playdough or holding on to a fragile object softer than a wooden block
			b. Shows purpose and coordination when interacting with people and objects	Q1.1 Coordinates body movements to throw a ball or other objects underhand Q1.2 Coordinates body movements to throw a ball or other objects overhand	Q2.1 Coordinates body movements to kick a ball while standing in place	Q3.1 Coordinates body movements to jump with both feet leaving the ground	Q4.1 Coordinates body movements to use alternating feet to climb stairs Q4.2 Attempts to pedal a tricycle or other riding toy with pedals Q4.3 With adult modeling and physical support, may use a scooter pushing off the ground with one foot while the other foot remains on the scooter platform
		2. Uses senses (sight, touch, hearing, smell, and taste) to explore the learning environment and process information	a. Participates in a variety of sensory experiences that combine two or more senses together (seeing and hearing, feeling and tasting, etc)	Q1.1 With adult modeling and prompting, interacts with provided sensory material Q1.2 Shows interest in the sensory experience by returning to the sensory material multiple times throughout the day	Q2.1 With verbal prompting and encouragement, interacts with provided sensory material Q2.2 Shows increased interest in the sensory experience by sustaining interaction with the sensory material	Q3.1 With verbal prompting and encouragement, readily engages with the provided sensory material Q3.2 Participates in the provided sensory experiences with minimal prompting	Q4.1 Independently engages with the provided sensory material Q4.2 Actively participates in the provided sensory experiences and willingly sustains interaction with the sensory material
	C. Motor Skills	1. Demonstrates gross motor skills	a. Shows increased balance, coordination and endurance	Q1.1 Changes speed and direction with minimal falling while walking in the classroom Q1.2 Changes speed and direction with minimal falling while walking outside	Q2.1 Changes speed and direction with minimal falling while running outside	Q3.1 Switches between walking and running and changes directions with minimal falling	Q4.1 Participates in games, outdoor play and other physical activities for sustained periods of time ( <b>Executive Functioning Skill</b> )
			b. Maintains balance and posture when moving from one position to another during indoor and outdoor play	Q1.1 Moves from a standing position to a stoop or squat with minimal falling	Q2.1 Moves from a seated position to a standing position with minimal use of floor support	Q3.1 Adjusts body to maintain balance while moving up, down, and around structures in the classroom or outside ( <b>Executive Functioning Skill</b> )	Q4.1 Holds posture while seated and concentrating on an activity like reading a book, scribbling, or working with playdough
		2. Demonstrates fine motor skills	a. Coordinates the use of hands and fingers	Q1.1 Uses hands and fingers to feed self Q1.2 Uses hands to push, pull, turn, roll, drop or open objects Q1.3 Uses hands to participate in songs with hand motions ( <b>Executive Functioning Skill</b> )	Q2.1 Uses hands and fingers to clean up spills Q2.2 Uses hands and fingers to participate in self care routines (brushing teeth, wiping face, wiping hands, etc.) Q2.3 Uses hands to push, pull, turn, roll, drop or open objects Q2.4 Uses hands to participate in songs with hand motions	Q3.1 Uses hands and fingers to stack different size blocks, toys or other materials Q3.2 With adult modeling and support, uses hands and fingers to link or connect blocks or toys Q3.3 Uses hands and fingers to participate in self care routines (brushing teeth, wiping face, wiping hands, etc.)	Q4.1 Uses hands and fingers to link or connect blocks or toys Q4.2 Uses hands and fingers to twist on and off caps, nuts, bolts, etc. Q4.3 Begins to snip with scissors

			b. Adjusts arms, hands, and fingers to increase precision with tasks that require hand-eye coordination	Q1.1 Turns the pages of a board book or paperback book one at a time Q1.2 With verbal prompting and encouragement, adjusts hands and fingers to manipulate knob puzzle pieces Q1.3 With verbal prompting and encouragement, uses hands and fingers to manipulate silverware while eating Q1.4 With adult modeling and support, adjusts grip on writing utensil or paintbrush to use the	Q2.1 Adjusts hands and fingers to manipulate knob puzzle pieces Q2.2 Uses hands and fingers to manipulate silverware while eating Q2.3 With adult modeling and support, adjusts grip on writing utensil or paintbrush to use the item more efficiently	Q3.1 With verbal prompting and encouragement, adjusts pincer grasp to pick up different size beads for stringing Q3.2 With verbal prompting and encouragement, adjusts pincer grasp to manipulate small peg puzzle pieces Q3.3 With verbal prompting and encouragement, adjusts grip on writing utensil or paintbrush to use the item more efficiently	Q4.1 Adjusts pincer grasp to pick up different size beads for stringing Q4.2 Adjusts pincer grasp to manipulate small peg puzzle pieces Q4.3 With adult modeling and support, uses hands and fingers to fold large pieces of paper Q4.4 With adult modeling and support, uses hands and fingers to crush large pieces of paper
<b>(APL) Approaches to Play and Learning</b>	A. Initiative and Exploration	1. Demonstrates initiative and self-direction	a. Initiates play independently and maintains focus with adult supports	Q1.1 With adult modeling and support, practices entering or initiating play	Q2.1 With adult modeling and support, practices sustaining play	Q3.1 With verbal prompting and encouragement, practices entering or initiating play	Q4.1 With verbal prompting and encouragement, practices sustaining play
		2. Demonstrates interest and curiosity	a. Explores the learning environment with purpose	Q1.1 Relies on adult prompting to notice new things in the learning environment Q1.2 With verbal prompting and encouragement to seeks out new experiences	Q2.1 Relies on adult prompting to notice new things in the learning environment Q2.2 With verbal prompting and encouragement, engages with new materials or new experiences	Q3.1 Independently notices changes in the learning environment or new materials Q3.2 Relies on verbal prompting and encouragement to sustain interaction with the new materials or ask questions about changes in the learning environment	Q4.1 Independently notices changes in the learning environment (new room arrangement, new materials, change in the weather) Q4.2 Asks questions about the changes noticed in the learning environment
			b. Tries new ways to complete tasks or use materials	Q1.1 With adult modeling and support, explores a variety of ways to use common classroom materials or complete tasks	Q2.1 With verbal prompting and encouragement, explores a variety of ways to use common classroom materials or complete tasks	Q3.1 Independently initiates new ways to complete tasks or use materials but requires verbal prompting and encouragement to <del>continue the exploration</del>	Q4.1 Independently experiments with new ways to complete tasks or utilize materials in play with minimal verbal prompting
			c. Shows imagination and creativity in play	Q1.1 With adult modeling and support, explores various ways to use imagination and creativity in play	Q2.1 With verbal prompting and encouragement, explores various ways to use imagination and creativity in play	Q3.1 Independently initiates imaginative play or creative exploration but relies on verbal prompting and encouragement to <del>sustain engagement</del>	Q4.1 Independently initiates imaginative play or creative exploration and sustains play with minimal verbal prompting.
			d. Participates in new experiences and seeks adult support when problems arise	Q1.1 Engages in new experiences when initiated by adult Q1.2 Requires adult modeling and support to sustain engagement and solve any problems that arise	Q2.1 Engages in new experiences when initiated by an adult Q2.2 Relies on continued adult modeling to solve any problems that arise	Q3.1 Engages in new experiences with minimal adult prompting Q3.2 Relies on continued adult prompting to solve any problems that may arise	Q4.1 Willingly participates in new experiences with minimal adult prompting Q4.2 Only seeks out an adult when problems arise
	B. Attentiveness and Persistence	1. Demonstrates self-control ( <b>Executive Functioning Skill</b> )	a. Focuses on or engages in a teacher-directed activity for short periods of time	Q1.1 With verbal prompting and physical redirection, focuses on a teacher-directed activity for a brief period of time (1-2 minutes)	Q2.1 With verbal prompting and frequent encouragement, focuses on a teacher-directed activity for a brief period of time (1-2 minutes)	Q3.1 With verbal prompting and encouragement, actively engages in a teacher-directed activity for short periods of time (2-3 minutes)	Q4.1 With minimal verbal prompting and redirection, actively engages in a teacher-directed activity for short periods of time (2-3 minutes)

			b. Sustains attention to a preferred activity and demonstrates persistence when encountering setbacks	Q1.1 With verbal prompting and physical redirection, remains engaged in a preferred activity for short periods of time (2-3 minutes)	Q2.1 With minimal verbal prompting, remains engaged in a preferred activity for short periods of time (2-3 minutes)	Q3.1 With adult modeling and physical redirection, will remain engaged in a preferred activity even when encountering a setback (having a block tower tumble, losing the piece to a puzzle, running out of space on the paper when drawing)	Q4.1 With verbal prompting and encouragement, will remain engaged in a preferred activity even when encountering a setback (having a block tower tumble, losing the piece to a puzzle, running out of space on the paper when drawing) Q4.2 With verbal prompting and encouragement, will return to a preferred activity that was abandoned due to setbacks Q4.3 May seek an adult's help to overcome setbacks that occur while engaged in a preferred		
			C. Play	1. Engages in a progression of individualized and imaginative play <b>(Executive Functioning Skill)</b>	a. Engages in initiate/make-believe play <b>(Executive Functioning Skill)</b>	Q1.1 Relies on adult modeling and support to engage in pretend/make-believe play	Q2.1 Relies on adult model to initiate pretend/make-believe play but continues with own pretend/make believe play after the adult has faded supports <b>(Executive Functioning Skill)</b>	Q3.1 Engages in pretend/make-believe play with frequent verbal prompting and encouragement <b>(Executive Functioning Skill)</b>	Q4.1 Engages in pretend/make-believe play with minimal verbal prompting <b>(Executive Functioning Skill)</b>
					b. Uses pretend or imaginary objects in play <b>(Executive Functioning Skill)</b>	Q1.1 Uses pretend objects for play that are provided by an adult and with adult modeling	Q2.1 Uses pretend objects for play that are provided by an adult with frequent verbal prompting <b>(Executive Functioning Skill)</b>	Q3.1 Selects own pretend objects for play and relies on an adult model to play with the selected object <b>(Executive Functioning Skill)</b>	Q4.1 Selects own pretend objects for play with verbal prompting and encouragement <b>(Executive Functioning Skill)</b> Q4.2 Uses imaginary objects for play with adult modeling
				2. Demonstrates a cooperative and flexible approach to play	a. Participates in play and learning activities with a small group of children for short periods of time	Q1.1 With verbal prompting and physical redirection, joins adult in a specified area and remains for a short period of time	Q2.1 With verbal prompting and encouragement, joins adult in a specified area and remains for a short period of time	Q3.1 With verbal prompting and encouragement, when calling a child's name, the child will join a small group in play or learning activities for a short period of time	Q4.1 Begins to join play and learning activities independently and stays engaged in the small group activity for a short period of time
<b>(SED) Social and Emotional Development</b>	A. Developing a Sense of Self	1. Develops self-awareness	a. Uses pronouns such as I, me and mine	Q1.1 Begins to learn the pronouns I, me and mine	Q2.1 Uses adult modeling and support to insert pronouns I, me and mine in short spoken phrases	Q3.1 Uses frequent verbal prompting and encouragement to insert pronouns I, me and mine in short spoken phrases	Q4.1 Uses minimal verbal prompting to correct pronoun use or correctly inserts pronouns in short spoken phrases		
			c. Identifies differences between self and others	Q1.1 With adult modeling and support, identifies individual physical features such as eye color, hair color, gender, size, etc.	Q2.1 Begins to develop an understanding of physical characteristics that are <b>same</b> as a peers Q2.2 Begins to develop an understanding of physical characteristics that are <b>different</b> than a peers	Q3.1 With verbal prompting and encouragement, can identify personal characteristics such as hair color, eye color, age, gender, size and can identify peers who have the <b>same</b> characteristics	Q4.1 With verbal prompting and encouragement, can identify characteristics of others such as hair color, eye color, age, gender, size Q4.2 With verbal prompting and encouragement, can identify characteristics of peers that are <b>different</b> from self		

			d. Communicates needs, opinions, ideas and preferences	Q1.1 Begins to understand the vocabulary associated with <b>like</b> Q1.2 Begins to understand the vocabulary associated with <b>dislike</b> Q1.3 Begins to understand the vocabulary associated with <b>want</b>	Q2.1 With adult modeling and support, uses words and gestures to communicate <b>likes</b> during classroom activities Q2.2 With adult modeling and support, uses words and gestures to communicate <b>dislikes</b> during classroom activities Q2.3 With adult modeling and support, uses words and gestures to communicate <b>wants</b> during classroom activities	Q3.1 With verbal prompting and encouragement and when provided choices, can select <b>preferred</b> items, activities, foods, etc. Q3.2 With verbal prompting and encouragement and when provided choices, can select <b>non-preferred</b> items, activities, foods, etc.	Q4.1 With verbal prompting and encouragement, can express <b>likes</b> with words and gestures Q4.2 With verbal prompting and encouragement, can express <b>dislikes</b> with words and gestures Q4.3 With verbal prompting and encouragement, can express <b>wants</b> with words and gestures
		2. Engages in self-expression ( <b>Executive Functioning Skill</b> )	a. Identifies emotions in self ( <b>Executive Functioning Skill</b> )	Q1.1 Begins to learn the vocabulary associated with the basic emotions happy, sad, and angry ( <b>Executive Functioning Skill</b> )	Q2.1 With adult modeling and support, can identify basic emotions from provided pictures ( <b>Executive Functioning Skill</b> ) Q2.2 With adult modeling and support, can verbally express basic emotions ( <b>Executive Functioning Skill</b> )	Q3.1 With verbal prompting and encouragement, can identify basic emotions from provided pictures ( <b>Executive Functioning Skill</b> ) Q3.2 With verbal prompting and encouragement, can verbally express basic emotions ( <b>Executive Functioning Skill</b> )	Q4.1 When provided with pictures of basic emotions can select the emotion or verbally express the emotion being felt in that moment ( <b>Executive Functioning Skill</b> )
		b. Expresses a range of emotions through facial expressions, sounds, gestures or words ( <b>Executive Functioning Skill</b> )	Q1.1 Begins to learn the vocabulary associated with basic emotions like happy, sad, and angry ( <b>Executive Functioning Skill</b> )	Q2.1 With adult modeling and support, begins to identify the facial expressions associated with basic emotions like happy, sad and angry	Q3.1 With adult modeling and support, practices making facial expressions associated with the basic emotions happy, sad and angry Q3.2 With adult modeling and support, uses other words and gestures to communicate emotion ( <b>Executive Functioning Skill</b> )	Q4.1 With verbal prompting and encouragement, recognizes own facial expressions ( <b>Executive Functioning Skill</b> ) Q4.2 With verbal prompting and encouragement, associates facial expressions with basic emotions happy, sad and angry ( <b>Executive Functioning Skill</b> ) Q4.3 With verbal prompting and encouragement, uses other words and gestures to communicate emotion ( <b>Executive Functioning Skill</b> )	
B. Self-Regulation	1. Demonstrates self-control ( <b>Executive Functioning Skill</b> )	a. Uses adult support to cope with strong emotions	Q1.1 Relies on adult initiated physical and verbal supports to calm down when feeling strong emotions	Q2.1 Relies on adult to provide a choice of supports to calm down when feeling strong emotions	Q3.1 Relies on verbal prompting to find a strategy to support coping with strong emotions	Q4.1 Begins to self calm and use preferred strategies when feeling strong emotions but looks to familiar adults for additional assurance ( <b>Executive Functioning Skill</b> ) Q4.2 Asks an adult to go wave goodbye again when their parent leaves Q4.3 Asks an adult for reassurance that their parent will return Q4.4 Accepts when an adult says "no" without getting overly upset	

	C. Developing a Sense of Self with Others	1. Develops relationships with adults	b. Initiates and participates in the daily routines and classroom rituals	Q1.1 With adult modeling and support, begins to follow the classroom routines Q1.2 With adult modeling and support, begins to understand the classroom routines	Q2.1 With adult modeling and support, follows the classroom routines Q2.2 With adult modeling and support, participates in daily routines	Q3.1 With verbal prompting and encouragement, follows the classroom routines Q3.2 With verbal prompting and encouragement, participates in daily routines	Q4.1 With minimal adult prompting, follows the classroom routines Q4.2 With minimal adult prompting, participates in daily routines	
			a. Asks a familiar adult for help when encountering difficult tasks or situations	Q1.1 Relies on an adult to identify difficult tasks or situations Q1.2 Relies on an adult to provide direct guidance to navigate difficult tasks or situations	Q2.1 Relies on an adult to identify difficult tasks or situations and to provide modeling and support to navigate the tasks or situations	Q3.1 Relies on verbal prompting to identify difficult tasks or situations and relies on an adult to provide choices to navigate the tasks or situations	Q4.1 Independently identifies difficult tasks or situations and looks to an adult to provide choices to navigate the tasks or situations	
		2. Develops relationships with peers	b. Seeks adult support to solve peer conflicts	Q1.1 Relies on an adult to identify peer conflict and to provide direct guidance to resolve the conflict	Q2.1 Relies on an adult to identify peer conflict and to provide modeling and support to resolve the conflict	Q3.1 Relies on frequent verbal prompting to identify peer conflict and relies on an adult to provide guided choices to resolve the conflict	Q4.1 Relies on minimal verbal prompting to identify peer conflict and to provide guided choices to resolve the conflict	
			a. Shows empathy by expressing care and concern for others	Q1.1 Begins to learn about empathy and how to express empathy for others	Q2.1 With adult modeling and support, learns to identify situations when one would express empathy for others	Q3.1 With prompting and encouragement, expresses empathy for others when they are sad or angry	Q4.1 Independently express words of concern for others who may be sad or angry Q4.2 Independently provides physical comfort (like a hug) to others who may be sad or angry Q4.3 May offer to help a peer put	
			b. Identifies emotions of others ( <b>Executive Functioning Skill</b> )	Q1.1 Begins to learn the vocabulary associated with the basic emotions happy, sad, and angry ( <b>Executive Functioning Skill</b> )	Q2.1 With adult modeling, can identify basic emotions from provided pictures or verbally express the given emotions ( <b>Executive Functioning Skill</b> )	Q3.1 With verbal prompting and encouragement, can identify basic emotions from provided pictures ( <b>Executive Functioning Skill</b> ) Q3.2 With verbal prompting and encouragement, can verbally express the given emotions ( <b>Executive Functioning Skill</b> )	Q4.1 When provided with pictures of basic emotions can select the emotion or verbally express the emotion being felt by a peer in that moment ( <b>Executive Functioning Skill</b> )	
			c. Seeks out other children for parallel play	Q1.1 Relies on adult modeling and support to play alongside adult selected peers	Q2.1 Relies on verbal prompting and encouragement to play alongside adult selected peers	Q3.1 Relies on adult modeling and verbal encouragement to select a peer group to play alongside	Q4.1 Relies on verbal prompting and encouragement to select a peer group to play alongside	
		d. Selects preferred peers for play	Q1.1 Relies on adult modeling and support to play alongside an adult selected peer	Q2.1 Relies on verbal prompting and encouragement to play alongside an adult selected peer	Q3.1 Relies on adult modeling and verbal encouragement to select a peer to play with when provided a choice of two peers	Q4.1 Relies on verbal prompting and encouragement to select a peer to play with when provided a choice of two peers		
		A. Receptive Language	1. Listens to conversations for a variety of purposes and demonstrates comprehension	a. Engages in multiple back-and-forth communicative interactions with adults and peers	Q1.1 With adult modeling and support, responds with words or gestures to one question or comment made by the adult	Q2.1 With adult modeling and frequent verbal encouragement, engages in two to three back-and-forth interactions (words or gestures) with an adult	Q3.1 With verbal prompting and encouragement, engages in two to three back-and-forth interactions (words or gestures) with a peer	Q4.1 With verbal prompting and encouragement, engages in multiple back-and-forth communicative interactions with adults and peers
				b. Follows one-step directions	Q1.1 With adult modeling and physical redirection follows one-step directions	Q2.1 With adult modeling and support follows one-step directions	Q3.1 With frequent verbal prompting and encouragement, follows one-step directions	Q4.1 With minimal verbal prompting, follows one-step directions
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		c. Follows multi-step directions with adult support	Q1.1 With adult modeling and physical redirection, follows simple two-step or three-step directions	Q2.1 With adult modeling and support follows simple two-step directions	Q3.1 With frequent verbal prompting and encouragement follows two-step directions	Q4.1 Initiates the first step of the multi-step direction but requires frequent verbal prompting to complete the next step	
		d. Responds to simple questions	Q1.1 Relies on an adult to provide a choice of verbal or non-verbal answers when a question is posed	Q2.1 With adult modeling and support, uses words or gestures to respond to simple questions	Q3.1 With frequent verbal prompting and encouragement, uses words or gestures to respond to simple questions	Q4.1 With minimal verbal prompting, uses words or gestures to respond to simple questions Example: Is the car in the book blue?	
		2. Acquires vocabulary introduced in conversations, activities, stories, and/or books	a. Understands the meaning of common words like body parts and words used in books and songs  Q1.1 Shows understanding of common words (body parts, preferred objects, items used in feeding or bathrooming routines) by pointing to the physical object that has been named Q1.2 Shows understanding of common words (body parts, preferred objects, items used in feeding or bathrooming routines) by picking up the object that has been named	Q2.1 Shows understanding of common words (body parts, preferred objects, items used in feeding or bathrooming routines) by pointing to the physical object that has been named Q2.2 Shows understanding of common words (body parts, preferred objects, items used in feeding or bathrooming routines) by picking up the object that has been named	Q3.1 Shows understanding of common words (words from books and songs) by pointing to the book picture Q3.2 Shows understanding of common words (words from books and songs) by performing the actions mentioned in the book or song with adult modeling and support ( <b>Executive Functioning Skill</b> )	Q4.1 Shows understanding of common words (words from books and songs) by pointing to the book picture Q4.2 Shows understanding of common words (words from books and songs) by performing the actions mentioned in the book or song with verbal prompting and encouragement ( <b>Executive Functioning Skill</b> )	
	B. Expressive Language	1. Uses nonverbal communication for a variety of purposes	a. Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication	Q1.1 With adult modeling and support, understands that nonverbal gestures and actions have meaning such as shaking your head in a yes or no motion or giving a thumbs up	Q2.1 With adult modeling and support, begins to use a variety of nonverbal gestures and actions such as head nods, thumbs up, or hands up in excitement	Q3.1 With verbal prompting and encouragement, uses multiple nonverbal gestures and actions such as head nods, thumbs up, or hands up in excitement along with appropriate facial expressions	Q4.1 Begins to independently use multiple nonverbal gestures and actions such as head nods, thumbs up, or hands up in excitement along with appropriate facial expressions
		2. Uses increasingly complex spoken language	a. Uses words, signs and simple phrases to initiate or extend conversations	Q1.1 With adult modeling and support, initiates a conversation with a peer Q1.2 With adult modeling and support, initiates a conversation with an adult	Q2.1 With adult modeling and support, extends a conversation initiated by a peer Q2.2 With adult modeling and support, extends a conversation initiated by an adult	Q3.1 With frequent verbal prompting and encouragement, initiates a conversation with a peer or adult Q3.2 With frequent verbal prompting and encouragement, extends a conversation with a	Q4.1 With minimal verbal prompting, initiates a conversation with a peer or adult Q4.2 With minimal verbal prompting, extends a conversation with a peer or adult
		b. Uses three to four words sentences to communicate wants and needs	Q1.1 Uses one or two word phrases (maybe paired with sign) to communicate <b>wants</b> Q1.2 Uses one or two word phrases (maybe paired with sign) to communicate <b>needs</b>	Q2.1 With adult modeling and support extends one/two word phrases to three or four word phrases	Q3.1 With frequent verbal prompting and encouragement extends one/two word phrases to three or four word phrases	Q4.1 Uses three or four word phrases 50%-75% of the time when communicating <b>wants</b> Q4.2 Uses three or four word phrases 50%-75% of the time when communicating <b>needs</b>	
		c. Asks simple "Wh" questions like "Why?" or "What's that?"	Q1.1 Begins to develop an understanding of the use of simple "wh" questions	Q2.1 With adult modeling and support repeats simple "wh" questions	Q3.1 With adult modeling and support, asks simple "wh" questions	Q4.1 With minimal verbal prompting, asks "wh" questions	
		d. Can be understood by familiar peers and adults most of the time	Q1.1 A few words and phrases can be understood by familiar peers and adults	Q2.1 Can be understood by familiar adults and peers 25% of the time	Q3.1 Can be understood by familiar adults and peers 50% of the time	Q4.1 Can be understood by familiar adults and peers 75% of the time	



			e. Uses vocabulary words from familiar books and songs	Q1.1 With adult modeling and support, repeats a few words (3-5) or a phrase from <b>familiar books</b> Q1.2 With adult modeling and support, repeats a few words (3-5) or a phrase from <b>familiar songs</b>	Q2.1 With verbal prompting and encouragement, repeats a few words (10+) or several phrases from <b>familiar books</b> Q2.2 With verbal prompting and encouragement, repeats a few words (10+) or several phrases	Q3.1 With frequent verbal prompting and encouragement, uses a few words (30+) or several phrases from <b>familiar books</b> Q3.2 With frequent verbal prompting and encouragement, uses a few words (30+) or several	Q4.1 Spontaneously uses words (50+) or several phrases from <b>familiar books</b> Q4.2 Spontaneously uses words (50+) or several phrases from <b>familiar songs</b>
			f. Uses vocabulary to describe objects or actions, including pronouns and plurals	Q1.1 With adult modeling and support, repeats words or phrases that describe objects (e.g., blue shoes) Q1.2 With adult modeling and support, repeats words or phrases that describe actions (e.g., go outside)	Q2.1 With adult modeling and support, uses words or phrases that describe objects (e.g., blue shoes, my snacks)	Q3.1 With adult modeling and support, uses words or phrases that describe actions (e.g., go home)	Q4.1 With verbal prompting and encouragement, uses words or phrases that describe objects Q4.2 With verbal prompting and encouragement, uses words or phrases that describe actions Q4.3 With verbal prompting and encouragement, attempts to use past tense when talking about events that have already occurred Q4.4 With verbal prompting and encouragement, may use possessives when talking about themselves or things that belong to them Q4.5 With verbal prompting and encouragement, may use
	C. Early Reading	1. Acquires meaning from a variety of materials read aloud to them	a. Uses pictures to talk about a book <b>(Executive Functioning Skill)</b>	Q1.1 Looks at the pictures while a book is being read aloud to them	Q2.1 With adult modeling and physical prompting, points to pictures that match the events or characters described in the story <b>(Executive Functioning Skill)</b>	Q3.1 With verbal prompting and encouragement, points to pictures that match the events or characters described in the story <b>(Executive Functioning Skill)</b>	Q4.1 With verbal prompting and encouragement, uses pictures to tell about the events or characters described in the story <b>(Executive Functioning Skill)</b>
			b. Identifies preferred or favorite books	Q1.1 Listens to a variety of stories read aloud	Q2.1 Requests to have preferred or favorite books read again	Q3.1 With verbal prompting and encouragement, will select a preferred or favorite book from a given choice of 2 or 3 books	Q4.1 Independently selects a preferred book from a choice of 2-3 books Q4.2 Identifies a favorite book by title, characters, or story events
		2. Develops early phonological awareness (discriminates the sounds of language)	a. Listens to and imitates sounds in familiar songs, chants and nursery rhymes	Q3.1 With verbal prompting and encouragement, repeats one phrase from a familiar song, chant or nursery rhyme	Q2.1 With adult modeling, repeats one phrase from a familiar song, chant or nursery rhyme	Q3.1 With verbal prompting and encouragement, repeats one phrase from a familiar song, chant or nursery rhyme	Q4.1 With verbal prompting and encouragement, repeats several phrases from a familiar song, chant or nursery rhyme
		3. Demonstrates awareness of print concepts	a. Shows an interest in books and print	Q1.1 Looks closely at the pictures while a book is being read aloud to them Q1.2 Brings an adult a preferred book to be read aloud Q1.3 Requests a preferred book by a partial title, book character or familiar book event	Q2.1 Selects a familiar book to look at independently Q2.2 Selects an unfamiliar book and brings it to an adult to be read aloud Q2.3 With verbal prompting and encouragement, begins to show interest in print media other than books (magazines, newspapers, flyers, signs, labels, etc.)	Q3.1 With verbal prompting and encouragement, sustains interest in familiar and unfamiliar books found in the learning environment Q3.2 With verbal prompting and encouragement, selects print media other than books (magazines, newspapers, flyers, signs, labels, etc.) to look at independently	Q4.1 Seeks out any available book (familiar or unfamiliar) to look at independently Q4.2 Seeks out print media other than books (magazines, newspapers, flyers, signs, labels, etc.) to look at independently Q4.2 Independently points out print in the learning environment (e.g. signs in buildings or logos on



			b. Holds the book upright, faces the cover toward themselves, and turns the pages one at a time when pretending to read	Q1.1 Looks closely at the pictures while a book is being read aloud to them Q1.2 With verbal prompting and physical cues, holds a book upright and turns pages one at a time Q1.3 With verbal prompting and physical cues, faces the cover toward themselves when handed a book	Q2.1 With verbal prompting and encouragement, turns the book upright and faces the cover toward themselves when pretending to read Q2.2 Looks at the pictures with intention while pretending to read Q2.3 Flips back in the book if accidentally turning two pages at once while pretending to read Q2.4 With verbal prompting and physical cues, moves a finger from top to bottom and left to right across text while a book is being read aloud to them	Q3.1 With minimal verbal prompting, turns the book upright and faces the cover toward themselves when pretending to read Q3.2 Looks at the pictures with intention and sweeps a finger across the text or points to speech bubbles or captions on the page while pretending to read Q3.3 With verbal prompting and encouragement, moves a finger from top to bottom and left to right across the text while a book is being read aloud to them Q3.4 With verbal prompting and physical cues, attempts to use a "return sweep" when following along with the text while a book is	Q4.1 Turns the book upright and faces the cover toward themselves when pretending to read Q4.2 Looks at the pictures with intention and sweeps a finger across the text or points to speech bubbles or captions on the page while pretending to read Q4.3 Moves a finger from top to bottom and left to right across the text while a book is being read aloud to them Q4.4 With verbal prompting and encouragement, attempts to use a "return sweep" when following along with the text while a book is being read aloud to them
			c. Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)	Q1.1 Shows sustained interest when an adult points out print in the learning environment (signs, posters, flyers, labels, etc.) Q1.2 With minimal verbal prompting, produces the names of familiar logos (Stop, McDonalds, Exit, etc.) found in the environment (classroom, school, neighborhood, community)	Q2.1 With verbal prompting and encouragement, points out print (signs, posters, flyers, labels, etc.) in the learning environment and asks to have the print read aloud Q2.2 With adult modeling and prompting, begins to connect meaning (words or actions) to the common signs or symbols found in the learning environment	Q3.1 With minimal verbal prompting, points out print (signs, posters, flyers, labels, etc.) in the learning environment and asks to have the print read aloud Q3.2 With verbal prompting and encouragement, shows understanding of the meaning behind familiar print or symbols in the learning environment by using words or actions in connection with the print (says "Don't touch!" when seeing a DANGER sign or says "Potty" when seeing the Male/Female outline on the Restroom sign) Q3.2 With adult modeling and prompting, begins to identify own	Q4.1 May independently identify words or symbols on familiar signs, posters, flyers, labels, logos, etc. in the learning environment Q4.2 Requests to have new or unfamiliar print or symbols read aloud Q4.2 With verbal prompting and encouragement, identifies own name in print
	D. Early Writing	1. Uses writing for a variety of purposes	a. Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects	Q1.1 With minimal verbal prompting, independently holds a writing/drawing instrument (large crayon, marker, sidewalk chalk, paintbrush, etc.) Q1.2 Attempts to make multiple similar marks with a	Q2.1 Varies the types of marks made while writing/drawing	Q3.1 Uses straight lines, curved lines and letter like shapes while writing/drawing	Q4.1 With adult modeling and support, talks about writing/drawing even if marks don't seem to accurately represent the idea
<b>(CD-M) Cognitive Development-Mathematics</b>	A. Number and Quantity	1. Organizes, represents, and builds knowledge of quantity and number	a. Subitizes up to two objects	Q1.1 With adult modeling and support, identifies that one object is 1	Q2.1 With verbal prompting and encouragement, identifies that one object is 1	Q3.1 With adult modeling and support, identifies that two objects is 2	Q4.1 With verbal prompting and encouragement, identifies that two objects is 2
			b. Counts in sequence up to five	Q1.1 With adult modeling and support, counts numbers in a sequence up to 2	Q2.1 With adult modeling and support, counts numbers in a sequence up to 4	Q3.1 With adult modeling and support, counts numbers in a sequence up to 5	Q4.1 With verbal prompting and encouragement, counts numbers in a sequence up to 5

		2. Manipulates, compares, and describes relationships using quantity and number	a. Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from	Q1.1 With adult modeling and prompting, identifies a group of 2 or 3 is more than a group of 1	Q2.1 With adult modeling and prompting, identifies a group of 1 is less than a group of 2 or 3	Q3.1 With adult modeling and prompting, adds to a group of 1 to make it more	Q4.1 With adult modeling and prompting, takes away from a group of 3 to make it less
B. Measurement and Comparison	1. Explores and communicates about distance, weight, length, height, and time	a. Develops vocabulary for length, weight and height	Q1.1 With adult modeling and support, begins to understand the words long, short, big, small, heavy and light Q1.2 With verbal prompting and encouragement, points to the object that is big/small, heavy/light, long/short when	Q2.1 With adult modeling and support, begins to understand the words long, short, big, small, heavy and light Q2.2 Points to the object that is big/small, heavy/light, long/short when given a group of two objects	Q3.1 With adult modeling and verbal prompting, can demonstrate understanding of long, short, big, small, heavy and light by pointing to pictures or selecting the physical object	Q4.1 With adult modeling and verbal prompting, can demonstrate understanding of long, short, big, small, heavy and light	
		2. Sorts, orders, classifies, and creates patterns	a. Identifies simple patterns in the learning environment	Q1.1 With adult modeling and support, learns to identify what makes a pattern (repeated colors, designs, etc.)	Q2.1 With adult modeling and support, learns to identify what is and is not a pattern	Q3.1 With adult modeling and support, identifies simple patterns in the learning environment	Q4.1 With verbal prompting and encouragement, identifies simple patterns in the learning environment
		b. Sorts or compares objects by one attribute (color, or shape, or size) <b>(Executive Functioning Skill)</b>	Q1.1 With adult modeling and physical prompting, finds objects in the learning environment that are the same color Q1.2 With adult modeling and physical prompting, finds objects in the learning environment that are the same shape	Q2.1 With adult modeling and physical prompting, finds objects in the learning environment that are the same shape Q2.2 With adult modeling and physical prompting, finds objects in the learning environment that are the same size	Q3.1 With adult modeling and verbal prompting, sorts a given set of objects by the adult request of color <b>(Executive Functioning Skill)</b> Q3.2 With adult modeling and verbal prompting, sorts a given set of objects by the adult request of shape <b>(Executive Functioning Skill)</b> Q3.3 With adult modeling and verbal prompting, sorts a given set of objects by the adult request of size <b>(Executive Functioning Skill)</b>	Q4.1 With adult modeling and verbal prompting, sorts a given set of objects by own preference of color, shape or size <b>(Executive Functioning Skill)</b>	
C. Geometry and Spatial Thinking	1. Explores, recognizes, and describes spatial relationships between objects	a. Begins to demonstrate understanding of directions through songs, finger plays and games with adult support <b>(Executive Functioning Skill)</b>	Q1.1 Observes adult using physical actions to demonstrate spatial directions through songs, finger plays and games	Q2.1 Attempts to mimic adult who is using physical actions to demonstrate spatial directions contained in songs, finger plays and games <b>(Executive Functioning Skill)</b>	Q3.1 With adult modeling and physical prompting, mimics adult who is using physical actions to demonstrate spatial directions contained in songs, finger plays and games <b>(Executive Functioning Skill)</b>	Q4.1 With adult modeling and verbal prompting, uses physical actions to demonstrate spatial directions contained in songs, finger plays and games <b>(Executive Functioning Skill)</b>	
		b. Flips, slides and rotates objects to make them fit together	Q1.1 With adult modeling and physical prompting, begins to flip, slide, and rotate knob puzzles Q1.2 With adult modeling and physical prompting, begins to flip, slide, and rotate shapes in a shape sorter	Q2.1 With verbal prompting and encouragement, begins to flip, slide, and rotate knob puzzles Q2.2 With verbal prompting and encouragement, begins to flip, slide, and rotate shapes in a shape sorter	Q3.1 With verbal prompting and encouragement, begins to flip, slide, and rotate small peg puzzles Q3.2 With adult modeling and physical prompting, begins to flip, slide, and rotate floor puzzle pieces or linking blocks to fit them together <b>(Executive Functioning Skill)</b>	Q4.1 With verbal prompting and encouragement, begins to flip, slide, and rotate floor puzzle pieces or linking blocks to fit them together <b>(Executive Functioning Skill)</b>	

		2. Explores, recognizes, and describes shapes and shape concepts	a. Matches basic shapes (circle, square)	Q1.1 With adult modeling and support, learns to identify a circle Q1.2 With adult modeling and support, learns to identify objects in the classroom that are the shape of a circle	Q2.1 With adult modeling and support, learns to identify a square Q2.2 With adult modeling and support, learns to identify objects in the classroom that are the shape of a square	Q3.1 With adult modeling and verbal prompting, matches circles to circles Q3.2 With adult modeling and verbal prompting, matches squares to squares	Q4.1 With minimal verbal prompting, matches circles to circles Q4.2 With verbal prompting and encouragement, can identify items in the learning environment that are a circle Q4.3 With minimal verbal prompting, matches squares to squares Q4.4 With verbal prompting and encouragement, can identify items in the learning environment that
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<b>(CD-S) Cognitive Development- Science</b>	A. Scientific Skills and Methods	1. Demonstrates scientific inquiry skills and communicates scientific ideas clearly	a. Identifies sense organs (nose, mouth, eyes, ears, hands)	Q1.1 Begins to develop an understanding of the senses: sight, sound, touch, taste, smell	Q2.1 With verbal prompting, can identify 1 of the 5 sense organs	Q3.1 With verbal prompting, can identify 3 of the 5 sense organs	Q4.1 With verbal prompting, can identify 5 of the 5 sense organs
			b. Uses the senses to observe and explore the physical environment	Q1.1 Begins to develop an understanding of the senses: sight, sound, touch, taste, smell	Q2.1 With verbal prompting and encouragement, regularly uses 1 of the 5 senses to explore the physical environment (point to new objects, turn head towards interesting sounds, touch new textures, hold nose when smelling something unpleasurable, or make faces when eating)	Q3.1 With verbal prompting and encouragement, regularly uses 3 of the 5 senses to explore the physical environment (point to new objects, turn head towards interesting sounds, touch new textures, hold nose when smelling something unpleasurable, or make faces when eating)	Q4.1 With verbal prompting and encouragement, regularly uses 5 of the 5 senses to explore the physical environment (point to new objects, turn head towards interesting sounds, touch new textures, hold nose when smelling something unpleasurable, or make faces when eating)
			c. With adult support, discusses observations about objects and events in the physical environment	Q1.1 Begins to observe objects that an adult points out in the physical environment Q1.2 Begins to observe events that an adult points out in the physical environment	Q2.1 With adult modeling and self talk, observes objects in the physical environment Q2.2 With adult modeling and self talk, observes events in the physical environment	Q3.1 With verbal prompting, observes objects in the physical environment Q3.2 With verbal prompting, observes events in the physical environment	Q4.1 With adult modeling and verbal encouragement, uses gestures and words to talk about the objects seen during observations Q4.2 With adult modeling and verbal encouragement, uses gestures and words to talk about the events seen during
			d. Uses simple tools in play and when exploring the learning environment (magnifying glass, spoons, measuring cups)	Q1.1 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 Q1.2 Begins to understand the functions of various simple tools (measuring cup, shovel, magnifying glass, balance, ruler,	Q2.1 With adult modeling, uses a variety of simple tools appropriately in play Q2.2 With adult modeling, uses a variety of simple tools appropriately when exploring the learning environment (indoors or outdoors)	Q3.1 With verbal prompting, uses a variety of simple tools appropriately in play Q3.2 With verbal prompting, uses a variety of simple tools appropriately when exploring the learning environment (indoors or outdoors)	Q4.1 With minimal verbal prompting, uses a variety of simple tools appropriately in play Q4.2 With minimal verbal prompting, uses a variety of simple tools appropriately when exploring the learning environment (indoors or outdoors)
			e. Demonstrates understanding of cause and effect in the physical and social environment <b>(Executive Functioning Skill)</b>	Q1.1 Begins to observe cause and effect events that an adult points out in the physical learning environment Q1.2 Begins to observe cause and effect events that an adult points out in a social setting	Q2.1 With adult modeling and self talk, observes cause and effect events in the physical learning environment Q2.2 With adult modeling and self talk, observes cause and effect events in a social setting Q2.3 Begins to understand that the "cause" is the start of the action or event	Q3.1 With verbal prompting, observes cause and effect events in the physical learning environment Q3.2 With verbal prompting, observes cause and effect events in a social setting Q3.3 Begins to understand that the "effect" is the action or event that follows the "cause"	Q4.1 With adult modeling and verbal encouragement, talks about cause and effect events in the physical learning environment such as tripping over blocks left out by a peer <b>(Executive Functioning Skill)</b> Q4.2 With adult modeling and verbal encouragement, talks about cause and effect events in a social setting such as peer crying after someone took their toy <b>(Executive Functioning Skill)</b>

	B. Earth Space Science	1. Demonstrates knowledge related to the dynamic properties of the earth and sky	a. Explores and investigates the properties of water	Q1.1 Develops vocabulary associated with the properties of water (e.g. hot, steam, cold, ice, liquid, clear)	Q2.1 With adult modeling, explores the properties of water Q2.2 With adult modeling and self talk, uses the associated vocabulary while exploring the different properties of water	Q3.1 With verbal prompting and encouragement, explores the properties of water Q3.2 With verbal prompting and encouragement, uses the associated vocabulary while exploring the different properties	Q4.1 With minimal verbal prompting, explores the properties of water Q4.2 With verbal prompting and encouragement, uses the associated vocabulary while exploring the different properties
			b. Begins to explore and investigate the properties of mud, sand, and soil	Q1.1 Begins to notice the different properties of mud, sand and soil when an adult points it out during play Q1.2 Develops vocabulary associated with the properties of mud, sand and soil (e.g. wet, cold, rocky, hard, soft, grainy, slippery)	Q2.1 With adult modeling, explores the different properties of mud, sand and soil Q2.2 With adult modeling and self talk, uses the associated vocabulary while exploring the different properties of mud, sand and soil (e.g. wet, cold, rocky, hard, soft, grainy, slippery)	Q3.1 With verbal prompting and encouragement, explores the different properties of mud, sand and soil Q3.2 With verbal prompting and encouragement, uses the associated vocabulary while exploring the different properties of mud, sand and soil (e.g. wet, cold, rocky, hard, soft, grainy, slippery)	Q4.1 With minimal verbal prompting, explores the different properties of mud, sand and soil Q4.2 With verbal prompting and encouragement, uses the associated vocabulary while exploring the different properties of mud, sand and soil (e.g. wet, cold, rocky, hard, soft, grainy, slippery)
			c. Notices objects in the sky during daytime and nighttime (sun, moon, stars, clouds)	Q1.1 Develops vocabulary associated with objects in the sky during daytime (sun, clouds) Q1.2 Develops vocabulary associated with objects in the sky during nighttime (moon, stars)	Q2.1 With adult modeling, observes objects in the daytime sky Q2.2 With adult modeling, observes objects in the nighttime sky Q2.3 With adult modeling and self talk, uses the associated vocabulary while observing the daytime or nighttime sky	Q3.1 With verbal prompting, observes objects in the daytime sky Q3.2 With verbal prompting, observes objects in the nighttime sky Q3.3 With verbal prompting and encouragement, uses the associated vocabulary while observing the daytime or nighttime sky	Q4.1 With minimal verbal prompting, talks about the objects seen in the daytime sky during observations Q4.2 With minimal verbal prompting, talks about the objects seen in the nighttime sky during observations Q4.3 With verbal prompting and encouragement, uses the associated vocabulary while observing the daytime or
			d. Observes and discusses the weather	Q1.1 Develops vocabulary associated with the weather (sunny, cloudy, rainy, snowy, windy, hot, cold)	Q2.1 With adult modeling, observes the weather Q2.2 With adult modeling and self-talk, uses the associated vocabulary while observing the weather	Q3.1 With verbal prompting, observes the weather Q3.2 With verbal prompting and encouragement, uses the associated vocabulary while observing the weather	Q4.1 With minimal verbal prompting, talks about the weather Q4.2 With verbal prompting and encouragement, uses the associated vocabulary while observing the weather

	C. Living Things	1. Demonstrates knowledge related to living things and their environments	a. Investigates a number and variety of plants and animals	Q1.1 Begins to investigate plants and animals that an adult points out in the natural environment	Q2.1 With adult modeling and self talk, investigates plants and animals in the natural environment	Q3.1 With verbal prompting and encouragement, investigates plants and animals in the natural environment	Q4.1 With minimal verbal prompting, investigates a variety of plants and animals in the natural environment Q4.2 With adult modeling and verbal prompting, talks about a variety of plants and animals in
			b. Begins to understand how living things grow and change (puppy to dog, chick to hen)	Q1.1 Begins to develop an understanding of the basic vocabulary associated with growth or change (e.g baby, grown up, old, young, puppy, dog, chick, hen)	Q2.1 With adult modeling, begins to identify living things in the proper stage of growth (e.g baby, grown up, old, young, puppy, dog, chick, hen)	Q3.1 With frequent verbal prompting, begins to identify living things in the proper stage of growth (e.g baby, grown up, old, young, puppy, dog, chick, hen)	Q4.1 With minimal verbal prompting, begins to identify living things in the proper stage of growth (e.g baby, grown up, old, young, puppy, dog, chick, hen)
	D. Physical Science	1. Demonstrates knowledge related to physical science	a. Uses basic words to describe motion and speed (fast, slow, spin, twirl)	Q1.1 Begins to develop the basic vocabulary associated with motion and speed (fast, slow, spin, twirl, wobble)	Q2.1 With adult modeling and self talk, begins to use the basic vocabulary associated with motion and speed when playing during structured and unstructured activities	Q3.1 With frequent verbal prompting and encouragement, uses the basic vocabulary associated with motion and speed when playing during structured and unstructured activities	Q4.1 With minimal verbal prompting and encouragement, uses the basic vocabulary associated with motion and speed when playing during structured and unstructured activities
			b. Explores motion and speed in play	Q1.1 Begins to notice the concepts of motion and speed when an adult points it out during structured and unstructured play	Q2.1 With adult modeling, explores the concepts of motion and speed in structured play	Q3.1 With adult modeling, explores the concepts of motion and speed in unstructured play	Q4.1 With verbal prompting and encouragement, explores the concepts of motion and speed in structured and unstructured play
			c. Begins to describe basic properties of matter (hard, soft, wet, dry, warm, cold)	Q1.1 Begins to develop vocabulary associated with basic properties of matter (hard, soft, wet, dry, warm, cold)	Q2.1 With adult modeling, begins to use vocabulary associated with basic properties of matter (hard, soft, wet, dry, warm, cold)	Q3.1 With verbal prompting and encouragement, uses vocabulary associated with basic properties of matter (hard, soft, wet, dry, warm, cold)	Q4.1 With minimal verbal prompting, uses vocabulary associated with basic properties of matter (hard, soft, wet, dry, warm, cold)
	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. Participates in activities that protect the environment (ecosystem, Earth, home) with adult support	Q1.1 Develops vocabulary associated with protecting the environment (trash, litter, recycle)	Q2.1 Begins to notice harmful things in the environment (ecosystem, Earth, home) when pointed out by an adult	Q3.1 With verbal prompting, notices harmful things in the environment (ecosystem, Earth, home) Q3.2 With adult modeling and self talk, offers potential solutions to address the harmful things (pick up trash, reuse or recycle common plastic items) in the environment	Q4.1 With verbal prompting, begins to notice harmful things in the environment (ecosystem, Earth, home) Q4.2 With adult modeling and self talk, offers potential solutions to address the harmful things (pick up trash, reuse or recycle common plastic items) in the environment

			<p>b. Demonstrates understanding of sustainability practices with adult support</p>	<p>Q1.1 With adult support, participates in sustainability practices (plants a garden/tree, utilizes recyclables in play, collects rain water, etc.)</p> <p>Q1.2 Participates in shared reading experiences about the Earth</p> <p>Q1.3 Asks simple questions about the Earth</p>	<p>Q2.1 Participates in shared reading experiences about the Earth</p> <p>Q2.2 Asks simple questions about the Earth</p> <p>Q2.3 Answers simple questions about the Earth</p>	<p>Q3.1 With adult support, can identify everyday actions that support sustainability practices (turning off the water while brushing your teeth, refilling a water bottle, recycling, composting, etc.)</p> <p>Q3.2 Participates in shared reading experiences about the Earth</p> <p>Q3.3 Asks simple questions about the Earth</p> <p>Q3.4 Answers simple questions about the Earth</p>	<p>Q4.1 With verbal prompting and encouragement, reminds peers when they engage in actions that do not support sustainability practices (e.g. leaving the water running after washing hands, using too many paper towels when drying hands, leaving the classroom lights on when the class is outside)</p> <p>Q4.2 Participates in shared reading experiences about the Earth</p> <p>Q4.3 Asks simple questions about the Earth</p> <p>Q4.4 Answers simple questions about the Earth</p>
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<b>(CD-SS) Cognitive Development- Social Studies</b>	A. Family and Culture	1. Demonstrates understanding of their family and an emerging awareness of their own culture and ethnicity	a. Identifies their family members and family practices (traditions, celebrations, holidays, songs, food, language)	Q1.1 Begins to learn vocabulary associated with family members (mom, dad, grandma, grandpa, aunt, uncle, cousin, etc.) Q1.2 Begins to learn vocabulary associated with family practices (traditions, celebrations, holidays, songs, food, language)	Q2.1 With adult modeling and support, identifies immediate family members (mom, dad, brother, sister) Q2.2 With adult modeling and support, identifies close extended family members (grandma, grandpa, aunt, uncle, etc.) Q2.3 With adult modeling and support, begins to correctly use vocabulary associated with family practices (traditions, celebrations, holidays, songs, food, language)	Q3.1 With verbal prompting and encouragement, identifies immediate family members (mom, dad, brother, sister) Q3.2 With verbal prompting and encouragement, identifies close extended family members (grandma, grandpa, aunt, uncle, etc.) Q3.3 With verbal prompting and encouragement, begins to correctly use vocabulary associated with family practices (traditions, celebrations, holidays, songs, food, language)	Q4.1 With verbal prompting and encouragement, uses the correct vocabulary to talk about family practices (traditions, celebrations, holidays, songs, food, language)
			b. Identifies self as an individual with unique characteristics (hair color, age, first and last name)	Q2.1 With adult modeling and support, identifies individual physical features such as eye color, hair color, gender, size, etc.	Q2.1 With adult modeling and support, identifies individual unique characteristics such as age, name, home language, amount of siblings, etc.	Q3.1 With verbal prompting and encouragement, identifies self by first name	Q4.1 With verbal prompting and encouragement, identifies self by first name and last name Q4.2 Identifies own image in the mirror (may point and say "That's me!" or may point and say their
			c. Identifies similarities and differences between self and peers	Q2.1 With adult modeling and support, identifies individual physical features such as eye color, hair color, age, gender, size, etc.	Q2.1 Begins to develop an understanding of physical characteristics that are the <b>same</b> as a peers Q2.2 Begins to develop an understanding of physical characteristics that are <b>different</b> than a peers	Q3.1 With verbal prompting and encouragement, can identify personal physical characteristics such as hair color, eye color, age, gender, size and can identify peers who have the <b>same</b> physical characteristics	Q4.1 With verbal prompting and encouragement, can identify physical characteristics of others such as hair color, eye color, age, gender, size Q4.2 With verbal prompting and encouragement, can identify physical characteristics of peers that are <b>different</b> from self
	B. People and Community	1. Demonstrates an understanding of their community and an emerging awareness of others' culture and ethnicity	a. Recognizes simple classroom/school/community rules and routines and follows them with adult support	Q1.1 With adult modeling and physical prompting, follows simple classroom rules and routines Q1.2 With adult modeling and physical prompting, follows simple school rules and routines Q1.2 With adult modeling and physical prompting, follows simple community rules	Q2.1 With adult modeling and verbal prompting, follows simple classroom rules and routines Q2.2 With adult modeling and verbal prompting, follows simple school rules and routines Q2.2 With adult modeling and verbal prompting, follows simple community rules	Q3.1 With verbal prompting and encouragement, follows simple classroom rules and routines Q3.2 With adult verbal prompting and encouragement, follows simple school rules and routines Q3.2 With verbal prompting and encouragement, follows simple community rules	Q4.1 With minimal verbal prompting, follows simple classroom/school/community rules and routines (Begins to clean up when the "Clean up" song is played, Puts toys away in the designated spot in the classroom, Washes hands before meals, Gets a blanket and lies down for nap) Q4.2 Takes care of shared classroom and community materials (crayons, markers, paper, toys, etc.)

		2. Demonstrate an awareness of geography in their community	b. Recognizes simple physical characteristics or aspects of their community (landmarks, land features)	<p>Q1.1 Begins to develop an understanding of the physical characteristics or important aspects of their community</p> <p>Q1.2 Begins to develop a vocabulary to describe the physical characteristics or important aspects of their community</p>	<p>Q2.1 Becomes familiar with well known physical characteristics of their community (large rivers, mountain ranges, unique natural landforms, etc.)</p> <p>Q2.2 Becomes familiar with important aspects of their community (historical landmarks, famous sports teams/restaurants/businesses, prominent agricultural crops, museums, theme parks, etc.)</p> <p>Q2.3 Continues to develop a vocabulary to describe the physical characteristics or important aspects of their community</p>	<p>Q3.1 With adult modeling and support, selects familiar or well known physical characteristics of their community (large rivers, mountain ranges, unique natural landforms, etc.) from two or three choices</p> <p>Q3.2 With adult modeling and support, selects important aspects of their community (historical landmarks, famous sports teams/restaurants/businesses, prominent agricultural crops, museums, theme parks, etc.) from two or three choices</p> <p>Q3.2 With adult modeling and support, utilizes learned vocabulary to describe the physical characteristics or important aspects of their</p>	<p>Q4.1 With verbal prompting and encouragement, recognizes familiar physical characteristics or well-known aspects of their community by identifying them in photos or drawings</p> <p>Q4.2 With adult modeling and support, utilizes learned vocabulary to describe the physical characteristics or important aspects of their community</p>
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		3. Demonstrate an awareness of economics in their community	a. Shows an awareness of occupations	Q1.1 Develops an awareness that people have jobs or occupations	Q2.1 With verbal prompting and support, notices that different jobs have different activities or require different actions Q2.2 With verbal prompting and support, notices that different jobs require different tools and uniforms	Q3.1 With verbal prompting and encouragement, identifies one common job or occupation ( e.g. police, fire fighter, adult, chef, cashier) Q3.2 With verbal prompting and encouragement, identifies tools and/or uniforms utilized by	Q4.1 With verbal prompting and encouragement, identifies two or more common jobs or occupations ( e.g. police, fire fighter, adult, chef, cashier) Q4.2 With verbal prompting and encouragement, identifies tools and/or uniforms utilized by
			b. Initiates increasingly complex interactions to get wants and needs met	Q1.1 Uses physical prompts (tug, poke, pull) to get wants and needs met by a familiar adult Q1.2 Uses verbal/vocal prompts (whines, cries or shouts) to get wants and needs met by a familiar adult	Q2.1 Uses physical prompts (tug, poke, pull) paired with one-word phrases (want, mine, more, up, down) to get wants and needs met	Q3.1 Uses physical prompts (tug, poke, pull) paired with multi-word phrases (want more, me hungry, more milk, me up, get down) to get wants and needs met	Q4.1 Uses multi-word phrases sometimes paired with physical prompts to get wants and needs met Q4.2 May use multi-word phrases paired with the physical objects (cups, bowls, silverware, diapers, wipes, etc) to get wants and needs
	C. History and Events	1. Understands the passage of time and how events are related	a. Begins to sequence events and routines <b>(Executive Functioning Skill)</b>	Q1.1 Adapts to changes in routine and/or schedule and adheres to the changed routine and/or schedule Q1.2 Uses words or gestures to indicate what may come next in the routine and/or schedule <b>(Executive Functioning Skill)</b> Q1.3 Shows understanding that events and routines happen in a similar order every time they occur (moves to the carpet for circle time after cleaning up, lines up at the sink before a meal, stands by the bathroom after coming in from	Q2.1 With adult modeling and support, utilizes picture schedule, step by step pictures or simple phrases to sequence 2 events or 2 steps to a routine <b>(Executive Functioning Skill)</b>	Q3.1 With verbal prompting and encouragement, utilizes picture schedule, step by step pictures or simple phrases to sequence 2 events or 2 steps to a routine <b>(Executive Functioning Skill)</b>	Q4.1 With verbal prompting and encouragement, utilizes picture schedule, step by step pictures or simple phrases to sequence 3 events or 3 steps to a routine <b>(Executive Functioning Skill)</b>
<b>(CD-CD) Cognitive Development-Creative Development</b>	A. Creative Movement and Dance	1. Participate in dance to express creativity	a. Engages in a variety of individual and group music and movement activities	Q1.1 With adult modeling and physical cues, mimics adult movements during individual or group music and movement activities <b>(Executive Functioning Skill)</b> Q1.2 With verbal prompting and encouragement, produces preferred dance moves during individual or group music and movement activities	Q2.1 With adult modeling and verbal prompting, mimics adult movements during individual or group music and movement activities <b>(Executive Functioning Skill)</b> Q2.2 With minimal verbal prompting, produces preferred dance moves during individual or group music and movement activities	Q3.1 Utilizes the adult model to follow prescribed movements during music and movement activities <b>(Executive Functioning Skill)</b> Q3.2 Produces preferred dance moves during open/unstructured music and movement activities	Q4.1 Utilizes the adult model to follow prescribed movements during music and movement activities but may initiate the next prescribed movement without a model <b>(Executive Functioning Skill)</b> Q4.2 May independently initiate the prescribed movements for a favorite song or for songs with a few simple movements <b>(Executive Functioning Skill)</b> Q4.3 Produces a variety of personal dance moves during open/unstructured music and

			<p>b. Shows interest and curiosity about different dance genres</p>	<p>Q1.1 With verbal prompting and encouragement, shifts body movements to match the different beats and rhythms of different genres of music</p> <p>Q1.2 With adult modeling and verbal prompting, attempts to perform specific dance movements associated with different genres of dance</p>	<p>Q2.1 With minimal verbal prompting, shifts body movements to match the different beats and rhythms of different genres of music</p> <p>Q2.2 With verbal prompting and encouragement, attempts to perform specific dance movements associated with different genres of dance</p>	<p>Q3.1 Shifts body movements to match the different beats and rhythms of different music genres during open/unstructured dance time</p> <p>Q3.2 With verbal prompting and encouragement, attempts to perform specific dance movements associated with different genres of dance</p> <p>Q3.3 With verbal prompting and encouragement, uses words and gestures to communicate personal preferences</p> <p>(likes/dislikes) for different dance</p>	<p>Q4.1 Shifts body movements to match the different beats and rhythms of different music genres during open/unstructured dance time</p> <p>Q4.2 Attempts to perform specific dance movements associated with different genres of dance</p> <p>Q4.3 With verbal prompting and encouragement, uses words and gestures to communicate personal preferences (likes/dislikes) for different dance genres</p>
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	B. Visual Arts	1. Creates, observes, and analyzes visual art forms to develop artistic expression	a. Use imagination and creativity with a variety of open ended materials to express self	Q1.1 With verbal prompting and encouragement, uses a variety of simple art materials Q1.2 With verbal prompting and encouragement, explores different art media Q1.3 With verbal prompting and encouragement, attempts to use new or novel materials during art	Q2.1 With verbal prompting and encouragement, varies the types of materials used during open ended art activities Q2.2 With adult modeling and support, utilizes a variety of materials to express self and show personal imagination and creativity	Q3.1 With verbal prompting and encouragement, uses multiple open-ended materials during art activities Q3.2 With verbal prompting and encouragement, utilizes a variety of materials to express self and show personal imagination and creativity	Q4.1 With minimal verbal prompting, uses multiple open-ended materials during art activities and during imaginative/creative play Q4.1 With adult modeling and support, talks about preferences of materials selected for art activities or imaginative/creative
			b. Responds to own art and to the art of others and begins to show a preference for art forms	Q1.1 With verbal prompting and encouragement, uses words and gestures to communicate likes about pictures or works of art Q1.2 Shows a preference (like/dislike) for particular pictures or works of art Q1.3 Relies on an adult to point out the qualities or characteristics of their own art and the art of others	Q2.1 With adult modeling and support, notices the qualities or characteristics of their own art Q2.2 Uses words and gestures to communicate personal preferences (likes/dislikes) for pictures or works of art	Q3.1 With verbal prompting and encouragement, utilizes words and gestures to communicate about the qualities or characteristics of their own art Q3.2 With adult modeling and support, notices the qualities or characteristics of the art of others Q3.3 Uses words and gestures to communicate personal preferences (likes/dislikes) for pictures or works of art	Q4.1 With verbal prompting and encouragement, utilizes words and gestures to communicate about the qualities or characteristics of the art of others Q4.2 With adult modeling and support, utilizes words and gestures to communicate about preferred art forms (painting, drawing, sculpting, mixed media collage, etc.)
	C. Music	1. Uses their voice, instruments or objects to musically express creativity	a. Experiments with vocalizations and/or different sounds produced by instruments	Q1.1 With adult modeling and support, experiments with vocalizations and/or different sounds produced by instruments Q1.2 Shows enjoyment in making different sounds with objects or a variety of instruments (drums, symbols, noise makers, bells, etc.)	Q2.1 With adult modeling and support, mimics adult as they produce a variety of vocalizations Q2.2 Uses a variety of traditional instruments to produce different sounds Q2.3 Uses a variety of objects to produce different sounds	Q3.1 With verbal prompting and encouragement, mimics adult as they produce vocalizations and experiments with their own vocalizations Q3.2 Uses a variety of traditional instruments to produce different sounds Q3.3 Uses a variety of objects to	Q4.1 With minimal verbal prompting, experiments with producing vocalizations and different instrument/object sounds Q4.1 With adult modeling and support, may pair varied vocalizations with instrument/object sounds
			b. Shows interest and curiosity about different music genres	Q1.1 With verbal prompting and encouragement, shifts body movements to match the different beats and rhythms of different genres of music Q1.2 With adult modeling and verbal prompting, begins to communicate a preference (like/dislike) for specific music genres	Q2.1 With minimal verbal prompting, shifts body movements to match the different beats and rhythms of different genres of music Q2.2 With verbal prompting and encouragement, uses words and gestures to communicate personal preferences (likes/dislikes) for different music genres	Q3.1 Shifts body movements to match the different beats and rhythms of different music genres during open/unstructured music and movement time Q3.2 With verbal prompting and encouragement, uses words and gestures to communicate personal preferences (likes/dislikes) for different music genres	Q4.1 Shifts body movements to match the different beats and rhythms of different music genres during open/unstructured music and movement time Q4.2 With verbal prompting and encouragement, uses words and gestures to communicate personal preferences (likes/dislikes) for different music genres Q4.3 May request songs from a preferred music genre

	D. Drama	1. Uses dramatic play to express creativity	a. Engages and persists in dramatic play and takes on the characteristics of an animal, familiar person, or favorite book character <b>(Executive Functioning Skill)</b>	<p>Q1.1 May ask to assist an adult when they utilize props for fingerplays or stories</p> <p>Q1.2 Relies on an adult to lead dramatic play 'story'</p> <p>Q1.3 Relies on an adult to assign dramatic play roles (animal, familiar person, favorite book character)</p> <p>Q1.4 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 <b>(Executive Functioning Skill)</b></p> <p>Q1.5 With verbal prompting and encouragement, pretends to be a familiar person or favorite book character by utilizing costumes to dress like them <b>(Executive Functioning Skill)</b></p>	<p>Q2.1 With verbal prompting and encouragement, utilizes fingerplay/story props</p> <p>Q2.2 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 <b>(Executive Functioning Skill)</b></p> <p>Q2.3 With verbal prompting and encouragement, pretends to be a familiar person or favorite book character by utilizing costumes to dress like them <b>(Executive Functioning Skill)</b></p> <p>Q2.4 Relies on an adult model to initiate a dramatic play 'story' and to sustain engagement in the dramatic play 'story'</p>	<p>Q3.1 With verbal prompting and encouragement, utilizes fingerplay/story props</p> <p>Q3.2 Pretends to be an animal by making sounds or movements like the animal or utilizing costumes to dress like the animal <b>(Executive Functioning Skill)</b></p> <p>Q3.3 Pretends to be a familiar person or favorite book character by utilizing costumes to dress like them <b>(Executive Functioning Skill)</b></p> <p>Q3.4 With verbal prompting and encouragement, initiates a dramatic play 'story' and sustains engagement in the dramatic play 'story' by taking on the characteristics of an animal, familiar person or a favorite book character (sound like the animal, move like the animal, act out the jobs of the familiar person, say the catch phrase of the favorite book</p>	<p>Q4.1 With minimal verbal prompting, utilizes fingerplay/story props</p> <p>Q4.2 May request to use preferred finger play/story props if they are not accessible</p> <p>Q4.3 With minimal verbal prompting, initiates a dramatic play 'story' <b>(Executive Functioning Skill)</b></p> <p>Q4.4 With minimal verbal prompting, persists in a dramatic play 'story' and maintains the characteristics of the animal, familiar person or favorite book character throughout the dramatic play 'story' <b>(Executive Functioning Skill)</b></p>
<b>(CD-CP) Cognitive Development - Cognitive Processes</b>	A. Thinking Skills	1. Demonstrates awareness of cause and effect	a. Explores the effects that simple actions may have on objects	<p>Q1.1 Observes others' actions to better understand the cause and effect of the actions</p> <p>Q1.2 Observes others' actions to better understand the intention behind the actions</p>	<p>Q2.1 Begins to understand the cause and effect of own actions when an adult explicitly points it out (running with a cup of water causes it to spill, dropping a delicate object causes it to break, dragging a blanket/stuffed animal on the ground causes it to get dirty)</p>	<p>Q3.1 With verbal prompting and encouragement, uses words and gestures to show understanding of the cause and effect of own actions (adult prompts the child running with a cup of water and the child says 'Run, water spill')</p> <p>Q3.2 With verbal prompting and encouragement, explores additional effects that different actions may have on the same objects (adult prompts the child to hold the stuffed animal with both hands while walking, child examines the stuffed animal when they get to their destination and the adult points out the stuffed animal is clean)</p> <p>Q3.3 With adult modeling and support, explores the effects that planned actions may have on a variety of objects (poking a balloon with a pin, dropping an</p>	<p>Q4.1 With verbal prompting and encouragement, explores the effects that simple actions may have on a variety of familiar objects (throwing a tennis ball vs. kicking a tennis ball, dropping something metal vs. dropping something plastic)</p>

		2. Uses prior knowledge to build new knowledge	<p>a. Uses clues to make predictions with adult support (<b>Executive Functioning Skill</b>)</p>	<p>Q1.1 Attends to an adult while the adult uses self talk to point out picture clues in books  Q1.2 Attends to an adult while the adult uses self talk to point out logical sequences during exploratory play  Q1.3 Attends to an adult while the adult uses self talk to point out logical sequences during structured learning experiences  Q1.4 Uses prior knowledge to search for hidden objects in places other than where they were last seen  Q1.5 Uses prior knowledge to search for missing objects in places other than where they were last found</p>	<p>Q2.1 With adult modeling and physical cues, directs attention to picture clues in books  Q2.2 With adult modeling and physical cues, directs attention to logical sequences during exploratory play  Q2.3 With adult modeling and physical cues, directs attention to logical sequences during structured learning experiences  Q2.4 Uses prior knowledge to search for hidden objects in several different places where they were last seen  Q2.5 Uses prior knowledge to search for missing objects in several different places where they were last found</p>	<p>Q3.1 With adult modeling and support, uses picture clues in books to make predictions  Q3.2 With adult modeling and support, uses prior knowledge of logical sequences to make predictions about events/actions/effects during exploratory play (<b>Executive Functioning Skill</b>)  Q3.3 With adult modeling and support, uses prior knowledge of logical sequences to make predictions about the next step during structured learning experiences (<b>Executive Functioning Skill</b>)  Q3.4 Uses prior knowledge to search for hidden objects in several different places where they were last seen (<b>Executive Functioning Skill</b>)  Q3.5 Uses prior knowledge to search for missing objects in</p>	<p>Q4.1 With verbal prompting and encouragement, uses picture clues in books to make predictions  Q4.2 With verbal prompting and encouragement, uses logical sequences make predictions about events/actions/effects during exploratory play (<b>Executive Functioning Skill</b>)  Q4.3 With verbal prompting and encouragement, uses logical sequences to make predictions about the next step during structured learning experiences (<b>Executive Functioning Skill</b>)  Q4.4 Searches for hidden/missing objects in several places the object has been hidden and/or found before (<b>Executive Functioning Skill</b>)</p>
			<p>b. Makes connections between objects and ideas</p>	<p>Q1.1 Attends to an adult while an adult uses self talk to point out illustrated pictures that are the same as real life objects  Q1.2 Attends to an adult while an adult uses self talk to point out how objects can be associated with actions</p>	<p>Q2.1 With adult modeling and support, directs attention to illustrated pictures in books and identifies real-life objects in the classroom that are the same or similar to the illustrated picture  Q2.2 With adult modeling and support, directs attention to classroom objects or pictures of objects and pairs those objects with an associated action or an illustration of an action (associates a sand bucket and small shovel with playing at the beach, associates a spoon with eating oatmeal, associates a baby bottle with a picture of a crying baby)</p>	<p>Q3.1 With verbal prompting and encouragement, shows understanding of the connection between pictures and real-life objects by matching the pictures to real-life objects  Q3.2 With verbal prompting and encouragement, shows understanding of the connection between pictures and real-life objects by picking up a real-life object and finding a picture that represents that object  Q3.3 With verbal prompting and encouragement, shows understanding of objects associated with actions by matching the object to the picture of the action, matching a picture of an object to the picture of the action, or by utilizing the object in a manner that demonstrates the</p>	<p>Q4.1 With minimal verbal prompting, demonstrates an understanding of connections between objects and ideas by using gestures and words to show an adult pictures in familiar books and the associated real-life toys/tools located in the learning environment  Q4.2 With minimal verbal prompting, demonstrates an understanding of connections between objects and ideas by using gestures and words to match the object to the picture of the action, match a picture of an object to the picture of the action, or by utilizing the object in a manner that demonstrates the associated action</p>



	B. Problem Solving	1. Demonstrates problem-solving skills	a. Experiments with familiar objects to solve problems	Q1.1 Observes adults' actions to better understand how familiar objects can be used to solve problems Q1.2 Recognizes a problem when an adult points it out, and attempts to utilize the solution	Q2.1 With adult modeling and support, begins to use familiar objects to solve problems (uses a step stool to reach the sink, uses a bucket to get water from one place to another, uses a sippy cup to hold open a book or keep paper	Q3.1 With verbal prompting and encouragement, uses familiar objects to solve problems (uses a long pole or stick to reach something up high or far away, uses a chair to hold open a door)	Q4.1 With minimal verbal prompting, experiments with familiar objects to solve problems (using a broom to retrieve a ball that has rolled behind a shelf, pushes a chair up to the table to grab something out of reach)
	C. Engineering and Technology	1. Demonstrates an understanding 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	Q1.1 With adult modeling and physical cues, begins to correctly utilize measuring, stirring and sifting tools during play Q1.2 With adult modeling and physical cues, begins to utilize everyday objects as tools to scoop, pour, and fill Q1.3 With verbal prompting and encouragement, uses simple machines during play in new or novel ways	Q2.1 With verbal prompting and encouragement, begins to correctly utilize measuring, stirring and sifting tools during play Q2.2 With verbal prompting and encouragement, begins to utilize everyday objects as tools to scoop, pour, and fill Q2.3 With minimal verbal prompting, uses simple machines during play in new or novel ways	Q3.1 With minimal verbal prompting, correctly utilizes measuring, stirring and sifting tools during play Q3.2 With minimal verbal prompting, utilizes everyday objects as tools to scoop, pour, and fill Q3.3 Uses simple machines during play in new or novel ways	Q4.1 Correctly utilizes measuring, stirring and sifting tools during play Q4.2 Utilizes everyday objects as tools to scoop, pour, and fill Q4.3 With verbal prompting and encouragement, experiments with varied movements while utilizing everyday objects as tools Q4.3 Uses simple machines during play to attempt to solve problems or make the work more efficient
			b. Explores stability and motion when constructing simple structures	Q1.1 With adult modeling and physical cues, constructs simple structures with materials that offer a variety of movement and stability (materials that can be grasped, pinched, rolled, squeezed, turned around, flipped, folded) Q1.2 Begins to notice the concepts of stability and motion when an adult points it out during the construction of simple structures	Q2.1 With verbal prompting and encouragement, constructs simple structures with materials that offer a variety of movement and stability (materials that can be grasped, pinched, rolled, squeezed, turned around, flipped, folded) Q2.2 With adult modeling and support, begins to develop a vocabulary to describe the concept of stability as it relates to the construction of simple structures Q2.3 With adult modeling and support, begins to develop a vocabulary to describe the concept of motion as it relates to	Q3.1 With minimal verbal prompting, constructs simple structures with materials that offer a variety of movement and stability (materials that can be grasped, pinched, rolled, squeezed, turned around, flipped, folded) Q3.2 With adult modeling and support, utilizes learned vocabulary to describe the concept of stability as it relates to the construction of simple structures Q3.3 With adult modeling and support, utilizes learned vocabulary to describe the concept of motion as it relates to	Q4.1 Constructs simple structures with materials that offer a variety of movement and stability Q4.2 Constructs simple structures with materials that are new or novel Q4.3 With verbal prompting and encouragement, uses gestures and words to demonstrate basic understanding of the concept of stability as it relates to the construction of simple structures Q4.4 With verbal prompting and encouragement, uses gestures and words to demonstrate basic understanding of the concept of motion as it relates to the construction of simple structures