

Continuum of FunShine Early Learning for Ages Birth to Kindergarten Entry

Domain 1: Language/Literacy (39 Indicators)				
Subdomain L1 Receptive Language (Listening)				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
L1.1(0) Listens and responds with interest to sounds and verbal communication of others; watches and responds to body language, gestures, and other forms of nonverbal communication.	L1.1(1) Begins to understand gestures, words, questions, or routines; responds appropriately to familiar signs, words, songs; follows one-step direction with adult support.	L1.1(2) Follows simple one and two-step directions with adult support; listens and responds to simple rhymes; listens to stories and conversations and confirms understanding through simple reciprocal language; progresses in understanding and responding to verbal and nonverbal cues	L1.1(3) Follows two and three-step directions of increasing complexity; listens and responds to simple rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations with adult support; understands verbal and nonverbal cues.	L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.
Subdomain L2 Expressive Language (Speaking)				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
L2.1(0) Uses and imitates sounds, gestures, or signs to express needs and wants.	L2.1(1) Uses consistent sounds, gestures, signs, or words for a variety of purposes to express needs and wants which are understood by familiar adults.	L2.1(2) Participates in simple two-way verbal or nonverbal (signs) conversations to express and talk about needs, wants, experiences, and ideas.	L2.1(3) Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language.	L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.
L2.2(0) Begins making specific sounds,	L2.2(1) Learns and uses new words each day to	L2.2(2) Uses new words each day for objects, actions, and to	L2.2(3) Converses with a rapidly expanding vocabulary;	L2.2(4) Demonstrates understanding and use of rapidly expanding

Early Learning and Development Continuum

gestures, facial expressions to communicate.	label people and objects, sing songs, make requests.	describe feelings, etc.; begins to understand some opposite concepts.	understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts.	vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.
EMERGING	EMERGING	L2.3(2) Begins to communicate in short phrases or sentences, combining two-three words.	L2.3(3) Communicates in expanding sentences; uses grammar rules that are age-appropriate.	L2.3(4) Connects phrases and sentences to build ideas; speaks in complex sentences using some correct rules of grammar.
Subdomain L3 Foundational Reading				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
L3.1(0) Shows interest in songs, rhymes, and stories; explores books with mouth and hands; attends to colorful pictures and photos.	L3.1(1) Demonstrates interest and involvement in handling books without help; looks at pictures, photos, and drawings; participates in shared reading by pointing to pictures and turning pages.	L3.1(2) Demonstrates interest and involvement with books and other print materials; selects books to be read and chooses favorites; names items in pictures; recognizes books by their covers.	L3.1(3) Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read; attempts to retell a story by looking at illustrations; handles books appropriately; chooses books; identifies cover of a book; begins to understand story structure (beginning, middle, end).	L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).
L3.2(0) Listens and responds to stories that have been read previously.	L3.2(1) Listens to short texts read aloud; points to specific characters or objects in a book when asked; anticipates repeated elements in a story.	L3.2(2) With adult support and picture cues, shows understanding of short texts read aloud by answering simple questions, reciting repeated phrases, and identifying characters.	L3.2(3) With adult support and picture cues, shows understanding of texts read aloud by answering simple questions, acting out parts, and identifying characters from literature or important facts from nonfiction texts.	L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).
EMERGING	L3.3(1) Enjoys songs and rhymes and plays with	L3.3(2) Continues to explore and play sounds (extends and	L3.3(3) Begins to exhibit phonological awareness	L3.3(4) Exhibits age-appropriate phonological awareness (combines

Early Learning and Development Continuum

	sounds (imitates nonsense syllables, makes animal sounds, etc.).	repeats phonemes [individual sounds in a word], mimics rhymes, etc.).	(recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).	syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).
EMERGING	EMERGING	L3.4(2) Begins to recognize and understand that pictures or symbols can be "read" by others and have meaning.	L3.4(3) Begins to develop alphabetic knowledge (sings the alphabet song, may identify some letters, especially those in own name, recognizes and names some letters) and identifies some environmental print when prompted.	L3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.
Subdomain L4 Writing				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
EMERGING	L4.1(1) Makes purposeful marks with various writing tools.	L4.1(2) Imitates adult writing, experimenting with different kinds of writing tools to make scribbles; understands people use writing to communicate.	L4.1(3) Shows interest in written expression: scribbling and letter-like forms, drawing shapes or people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing (tracing, copying letters in own name and numbers, copying shapes and symbols).	L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.
Domain 2: Math (36 Indicators)				
Subdomain M1 Number Sense, Quantity, and Operations				

Early Learning and Development Continuum

Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
M1.1(0) Listens and responds to an adult counting; responds to question of wanting more.	M1.1(1) Shows interest in and awareness of numbers and counting during daily routines and activities; understands differences in quantity: more, all gone, less.	M1.1(2) Grows in rote counting; begins to understand concept of "one" and "two"; identifies more/less in sets.	M1.1(3) Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); understands ordinal terms (1st, 2nd, etc.).	M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).
EMERGING	EMERGING	EMERGING	M1.2(3) Understands adding objects to a group makes it larger and taking away objects from a group makes it smaller.	M1.2(4) Understands adding and subtracting from a set; begins to understand dividing sets into parts up to fourths.
Subdomain M2 Geometry and Spatial Sense				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
M2.1(0) Explores sizes and shapes of objects with hands and mouth.	M2.1(1) Explores shapes and objects and how they fit together.	M2.1(2) Recognizes and matches some familiar shapes, expanding to shapes of different sizes and orientations; names attributes of shapes with adult support.	M2.1(3) Locates and names different sizes and orientations of shapes in the environment; describes attributes of shapes; uses 2D and 3D shapes to create pictures or structures; decomposes shapes.	M2.1(4) Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.

Early Learning and Development Continuum

M2.2(0) Explores moving body in space and observes other people and objects as they move.	M2.2(1) Explores ways objects and people move and fit in space; adjusts reach and grasp based on distance, size, and weight of object to be moved; explores space with body.	M2.2(2) Begins to understand and respond to positional words in directions; may include positional words in speaking.	M2.2(3) Uses simple positional words (top/bottom, up/down, in/out, on/off, etc.) to describe location across learning domains; uses simple directions to move from place to place.	M2.2(4) Uses positional and relational words (above/below, front/behind, near/far, beside, next to, between, etc.) to describe location across learning domains; uses increasingly complex directions to move from place to place; begins to distinguish between right and left.
Subdomain M3 Measurement and Data				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
M3.1(0) Explores objects with different shapes and sizes.	M3.1(1) Begins to notice differences in measurable attributes (size and quantity - big/little, tall/long/short, more/less, etc.).	M3.1(2) Uses words to describe differences in quantity and length; compares sizes of objects; explores ways to measure using non-standard units of measure.	M3.1(3) Uses words to describe measurable attributes (quantity, length, weight); observes and explores ways to use tools to measure objects; identifies/names/uses standard and non-standard units/tools of measure (paper clips, ruler, scale, measuring cups, etc.) in activities with adult support across learning domains; arranges objects according to one measurable attribute.	M3.1(4) Uses words to describe and compare measurable attributes (quantity, length, weight, time, capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).
EMERGING	EMERGING	M3.2(2) Chooses preferences for simple graphing activities.	M3.2(3) With adult support, collects and records information in different ways across learning domain (discussion, maps, charts).	M3.2(4) Develops growing abilities to collect, describe, and record information to answer simple questions across learning domains.
Subdomain M4 Patterns, Sorting/Classifying, Reasoning				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
M4.1(0) Shows interest	M4.1(1) Follows patterns	M4.1(2) Begins to recognize	M4.1(3) Recognizes patterns	M4.1(4) Duplicates/extends simple

Early Learning and Development Continuum

in auditory, visual, and tactile patterns.	in songs/movements, daily routines.	patterns in the environment; can tell what comes next in daily routines, familiar songs, simple patterns.	telling what comes next; duplicates simple patterns; identifies pattern groups; seriates a group of like objects (small, medium, large; light, dark).	patterns; creates new patterns; seriates a group of like objects in more than one way (lighter to darker; smallest to largest, etc.).
EMERGING	M4.2(1) Forms sets of like items (places dolls in one area and blocks in another).	M4.2(2) Sorts/matches objects into sets (color, size) with adult support.	M4.2(3) Shows increasing ability to match/sort/classify by color, size, shape; classifies by one attribute and makes comparisons across learning domains.	M4.2(4) Matches/sorts/classifies by color, size, shape, texture; describes sorting rules; classifies by more than one attribute into two or more groups across learning domains.
EMERGING	EMERGING	EMERGING	M4.3(3) Uses simple strategies to solve mathematical problems and seeks answers to questions in play and daily activities; experiments with puzzles and blocks to create solutions; builds simple structures and works toward simple goals.	M4.3(4) Uses multiple strategies to solve mathematical problems and seeks answers to questions in play and daily activities; begins to use mathematical language to explain a solution; solves puzzles, uses blocks to build structures to create solutions; moves through a process to reach a goal.
Domain 3: Science (27 Indicators)				
Subdomain SC1 Observation and Inquiry				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
SC1.1(0) Explores objects and world through all five senses (touches and brings objects to mouth, focuses attention on people or objects).	SC1.1(1) Uses senses to explore and manipulate objects to observe how things work; varies behaviors to observe results.	SC1.1(2) Uses senses to explore; shares what is seen, heard, and touched; makes simple predictions based on previous experiences; observes the effects of their actions on others.	SC1.1(3) Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.	SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

Early Learning and Development Continuum

EMERGING	SC1.2(1) Uses own body and adults as tools to help make observations and gather information.	SC1.2(2) Uses simple tools to observe things in the environment (sifter, water jug, magnifying glass).	SC1.2(3) Uses simple tools to investigate and gather information (magnifying glass, scale, bug catcher); groups materials according to observed features.	SC1.2(4) Uses equipment and tools to gather information and explains findings to aid in investigation (scale, map, binoculars).
Subdomain SC2 Physical Science				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
SC2.1(0) Observes how objects move when acted upon; pays attention to lights and sounds; imitates sounds; observes properties of materials (wet vs. dry; hot vs. cold, etc.).	SC2.1(1) Observes the ways objects move when acted upon; explores different sounds; observes and explores properties of materials (hard vs. soft; wet vs. dry; hot vs. cold, etc.).	SC2.1(2) Explores different ways to move objects by applying force; explores light and sound; observes how properties of matter can change (water and dirt; melting ice).	SC2.1(3) With adult prompting and support, investigates and describes how an object's speed and direction can be changed by using different forces (kick, push, pull); experiments with light and sound; identifies and categorizes familiar sounds; experiments and observes how properties of matter can transform or combine (water + dirt; freezing water to ice).	SC2.1(4) With adult support, predicts and experiments with the movement of objects by changing direction and speed to see how far objects move; creates and describes different sounds; explores shadows and light; experiments, observes, and describes how matter can change from one form to another (solids, liquids, gases).
Subdomain SC3 Life Science				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
SC3.1(0) Shows interest and curiosity in natural world; pays attention to living creatures, plants.	SC3.1(1) Begins to differentiate between animals and plants; interacts respectfully with animals and plants; identifies some living things by name.	SC3.1(2) Observes, cares for, and tells some characteristics/traits of living things in the natural world with adult guidance; observes/identifies natural materials; notices similarities and differences between babies and adults; begins to notice differences between living and non-living things.	SC3.1(3) Identifies and compares attributes and properties of living vs. non-living things; recognizes changes in living things over lifespans; distinguishes between adults and offspring; understands needs of living things in order to live (water, food, sunlight, shelter).	SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).

Early Learning and Development Continuum

EMERGING	EMERGING	EMERGING	SC3.2(3) Shows respect for living things.	SC3.2(4) Shows respect and cares for living things (water plants; cares for class pets).
Subdomain SC4 Earth Science and Environment				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
EMERGING	SC4.1(1) Notices difference between night and day; identifies sky and things in it (moon, sun, stars, clouds); notices current weather conditions.	SC4.1(2) Identifies and describes objects in the day and night sky with adult prompting; discusses current seasonal and weather conditions.	SC4.1(3) Names objects seen in the sky and describes features of the earth and sky and differences between day and night; describes common weather conditions in current season.	SC4.1(4) Compares seasons and describes current weather conditions and how weather changes each day; understands and describes the effects of sunlight; specifies earth features.
EMERGING	EMERGING	EMERGING	SC4.2(3) Begins to understand that people share the environment with other people, animals, and plants, and that we must take care of it.	SC4.2(4) Engages in caring for the environment and conservation.
Domain 4: Social Studies (34 Indicators)				
Subdomain SS1 History and Events				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
EMERGING	SS1.1(1) Responds and reacts to changes in routine or schedule	SS1.1(2) Understands and follows daily routines; can tell what comes next	SS1.1(3) Shows awareness of concepts of time/sequence of events and sequence of routines (bedtime, lunchtime, morning, night); uses terms such as time of day, yesterday, today, tomorrow; begins to understand change over time when applied to self (own growth)	SS1.1(4) Follows, predicts, and explains time/sequence of events (past, present, future); notices simple changes over a period of time (seasons); interacts with calendars and creates simple timelines of events
EMERGING	EMERGING			

Early Learning and Development Continuum

		SS1.2(2) Participates in holiday, cultural, and birthday celebrations for friends, family, or community	SS1.2(3) Describes recent past events; identifies annual holidays, birthdays, and cultural celebrations	SS1.2(4) Describes historically significant events/observances in American history (national cultural events, celebrations, holidays, and historical figures)
Subdomain SS2 Geography and Symbolic Representation				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
EMERGING	EMERGING	SS2.1(2) Recognizes some familiar places such as child care facility, home, grocery store; locates toys that have been put away in familiar places	SS2.1(3) Describes characteristics of things in the environment at school and home; builds roads and houses using blocks; begins to represent people, places, and things through drawings, movements, and construction across learning domains	SS2.1(4) Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things.
Subdomain SS3 Culture, Family, and Community				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
SS3.1(0) Listens and responds to songs and music from various cultures, especially those from own culture	SS3.1(1) Listens and responds to music and rhymes from various cultures	SS3.1(2) Participates in rhymes/music/stories/ activities from various cultures	SS3.1(3) Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community	SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture
SS3.2(0) Hears and responds to own name; prefers company of parents or main caregivers	SS3.2(1) Consistently hears and responds to own name and names of close family members (Mama, Daddy, etc.); begins to notice family, age, and physical traits	SS3.2(2) Shows understanding of own characteristics (name, age, gender, physical traits) and family roles	SS3.2(3) Understands family roles, relationships, rules, and household jobs	SS3.2(4) Describes family roles, relationships, and rules; begins to learn phone number and address

Early Learning and Development Continuum

EMERGING	EMERGING	SS3.3(2) Talks about or role-plays what family members do during the day	SS3.3(3) Recognizes and identifies some community helpers, parents' jobs, and careers; adopts roles of family and community helpers during dramatic play with realistic props	SS3.3(4) Identifies and describes the roles of a variety of community helpers, parents' jobs, and careers; adopts wide variety of family and community helpers during dramatic play
Subdomain SS4 Government, Economics, and Technology				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
EMERGING	SS4.1(1) Responds when an adult redirects behavior or gives simple instructions	SS4.1(2) With adult support, carries out some classroom responsibilities and follows simple rules; helps with simple classroom jobs	SS4.1(3) Demonstrates growing awareness of and follows classroom, home, and community rules with adult reminders; tells why rules are important	SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy
EMERGING	EMERGING	SS4.2(2) Recognizes that money/payment is needed to purchase materials; recognizes that people have basic needs; understands businesses in the community provide goods/services	SS4.2(3) Understands that adults must work to earn money and that money is used to pay for goods and services; develops awareness of difference between needs and wants and identifies ways to fulfill them through conversation and dramatic play	SS4.2(4) Understands payment for goods and services comes in different forms; differentiates between needs and wants and explains how to fulfill them
EMERGING	SS4.3(1) Uses trial and error to explore simple mechanisms on toys (switches, buttons, levers, dials, etc.)	SS4.3(2) Uses everyday technology with adult guidance (remote controls, telephones, light switches, listening centers, etc.)	SS4.3(3) Uses familiar and tries unfamiliar technology and media with adult guidance (tablets, smart phones, music players, etc.)	SS4.3(4) Uses technology and media for a variety of purposes with adult guidance across learning domains (uses a mouse to point and click; uses keyboard or touchscreen to enter simple words)
Domain 5: Social-Emotional Development (40 Indicators)				

Early Learning and Development Continuum

Subdomain SE1 Self-Awareness and Self-Concept				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
SE1.1(0) Develops awareness of self as separate from others; reacts when hearing own name; begins to realize their own hands and feet belong to them; shows interest in mirror image	SE1.1(1) Becomes more aware of own body and others; consistently responds to name; recognizes self in mirror; uses pronouns "me" and "mine"	SE1.1(2) Shows awareness of some of own characteristics and takes pride in showing things they can do; uses name to refer to self	SE1.1(3) Describes self by things they can do and things they have; begins to understand being a part of their family or a classroom; knows and can say first and last name	SE1.1(4) Recognizes similarities and differences between self and others; (gender, cultural identity, self and family characteristics); develops positive self-image; knows and can say first, middle, and last name
SE1.2(0) Shows preference for familiar people and objects	SE1.2(1) Develops and expresses preferences for food, objects, textures and may push away non-preferred items	SE1.2(2) Chooses favorite foods, objects, and activities	SE1.2(3) Expresses preferences; chooses activities that are preferred or come easily	SE1.2(4) Expresses personal preferences and opinions; makes choices
SE1.3(0) Shows pleasure at things they have done	SE1.3(1) Shows others things they have done; attempts to do some things independently but asks for help often	SE1.3(2) Shows confidence in increasing abilities through actions and language; attempts to accomplish activities independently	SE1.3(3) Shows awareness of ability to do many things and interest in work of others; begins to clean up work/play space with adult prompting	SE1.3(4) Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently
Subdomain SE2 Trust and Relationships				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
SE2.1(0) Responds differently to familiar and unfamiliar adults; engages in behaviors that build relationships with familiar adults;	SE2.1(1) Seeks familiar adults for cues about how to respond to environment for comfort and support; shows attachment to trusted adults	SE2.1(2) Seeks ways to find comfort in new situations; shows emotional connection and attachment to others; goes to familiar adult; seeks comfort item (blanket, soft toy)	SE2.1(3) Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance	SE2.1(4) Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults

Early Learning and Development Continuum

shows emotional connection and attachment to familiar adults				
SE2.2(0) Responds to and shows awareness of other children	SE2.2(1) Shows interest in other children; responds to other children	SE2.2(2) Begins to interact with other children; side-by-side play progressing to interactive play using same materials; begins to show preference for some children over others; uses imitation or pretend play to learn new roles and relationships	SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers	SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers
Subdomain SE3 Feelings and Emotions				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
SE3.1(0) Responds to other children's feelings and emotions; becomes upset when another child cries	SE3.1(1) Begins to show concern for others (comforts/hugs others)	SE3.1(2) Recognizes other children's feelings and emotions; communicates concern and tries to comfort others verbally and physically	SE3.1(3) Acknowledges various emotions and feelings of others; may offer to help meet the needs of others	SE3.1(4) Shows empathy and caring to others; responds to others emotions appropriately
SE3.2(0) Expresses a range of emotions related to basic needs with facial expressions, body, and voice	SE3.2(1) Expresses a range of emotions related to a problem or conflict, using body language, facial expressions, and possibly words to communicate feelings	SE3.2(2) Learns social skills, and eventually words, for expressing feelings, needs, and wants; manages outbursts with adult help; begins to label feelings and emotions	SE3.2(3) Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings	SE3.2(4) Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions
Subdomain SE4 Self-Regulation				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years

Early Learning and Development Continuum

SE4.1(0) Accepts comforting from a familiar adult, eventually discovering ways to self-soothe (stuffed animal, thumb-sucking)	SE4.1(1) Shows increasing regulation in accepting and following daily routines and activities with familiar adults	SE4.1(2) Begins to manage own behavior and show self-regulation; demonstrates increasing ability to cope with stress; calms self with soothing techniques with adult support; understands and finds comfort in routines, rules, or limitations	SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately	SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others
Domain 6: Approaches to Learning (27 Indicators)				
Subdomain AL1 Curiosity, Initiative, and Risk-Taking				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
AL1.1(0) Uses senses to explore immediate environment	AL1.1(1) Exhibits interest, curiosity, and eagerness in exploring the world in sight of an adult; becomes increasingly aware of colors, shapes, patterns, or pictures	AL1.1(2) Asks questions, seeks adult approval, and tries new activities with adult prompting	AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently	AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects
Subdomain AL2 Creative Thinking, Problem-Solving, Reasoning				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
AL2.1(0) Attends to objects, eventually experimenting with different ways to interact with them; responds to playful interactions with smiles and giggles	AL2.1(1) Uses play objects in different ways than intended; finds humor in unexpected interactions	AL2.1(2) Uses materials in new ways to accomplish a task or reach a goal; uses imitation or pretend play to express creativity and imagination; enjoys hearing silly stories and jokes	AL2.1(3) Generates ideas and suggestions in play situations; creates imaginative stories and begins to attempt joke telling	AL2.1(4) Changes words in sentences to employ humor; may use humor to amuse others to build friendships; tells/repeats simple jokes that make sense
EMERGING	AL2.2(1) Demonstrates a recognition of cause/effect	AL2.2(2) Asks questions to seek information; explores	AL2.2(3) Asks more complex questions for clarification to seek	AL2.2(4) Gathers information and asks complex questions in order to

Early Learning and Development Continuum

	relationships (pushes toy car and watches it roll away)	cause/effect relationships by repeating actions and observing reactions	meaningful information; makes comparisons among objects and groups; explores cause/effect relationships and varies action to change the reaction	understand a new or familiar concept; makes and explains comparisons among objects and groups and uses "if/then" and "cause/effect" reasoning across learning domains
EMERGING	EMERGING	AL2.3(2) Tries several strategies to solve a problem (tries forcing a puzzle piece in place, then turns it until it fits)	AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders	AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through
Subdomain AL3 Attention, Engagement, and Persistence				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
AL3.1(0) Pays attention to people, objects, and sounds; tries to reproduce a desired outcome; cries to receive attention	AL3.1(1) Stays attentive and engaged for increasing periods of time; repeats difficult tasks to achieve mastery	AL3.1(2) Remains attentive and engaged, finishes self-selected tasks (completes a simple puzzle, listens to a storybook)	AL3.1(3) Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions	AL3.1(4) Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed
Subdomain AL4 Memory and Reflection				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
AL4.1(0) Recognizes familiar people, places, and things; after repeated experiences, remembers that unseen objects are still there	AL4.1(1) Shows ability to acquire and process new information; remembers the location of objects that are meaningful to them, eventually developing understanding of object permanence; searches for missing or hidden objects	AL4.1(2) Recalls information in new situations; remembers where a toy was put away; knows where things are kept in their environment	AL4.1(3) Recalls and applies routine knowledge (looks for seatbelt in vehicle, expects ball to come back when bounced); plays memory games	AL4.1(4) Reflects and applies knowledge of past experiences to new situations; makes predictions based on past experiences; uses strategy during memory games
Domain 7: Physical Development and Health (43 Indicators)				

Early Learning and Development Continuum

Subdomain PD1 Physical Health, Growth				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
PD1.1(0) Engages with caregivers in play that helps develop arm, leg, and core strength (tummy time, reaching, grasping, pushing)	PD1.1(1) Participates in a variety of indoor and outdoor play activities that develop strength in arms and legs; attempts new games with prompting	PD1.1(2) Participates in a variety of moderate to vigorous play activities for short periods of time; tries new games	PD1.1(3) Chooses to participate in active play and exercise for extended periods of time; develops strength, flexibility, and stamina; plays familiar games	PD1.1(4) Chooses to participate in moderate to vigorous physical activities and exercise for extended time; continues to develop strength, flexibility, and stamina while playing on equipment and creating new games
PD1.2(0) Explores food with hands and fingers; coordinates sucking/chewing and swallowing, eventually grasping easy-to-handle foods	PD1.2(1) Uses fingers and hands to grasp and eat finger foods and drink from cups	PD1.2(2) Tries and consumes a variety of nutritious foods with prompting; chooses from healthy foods; knows some foods are better than others for our bodies	PD1.2(3) Begins to identify healthy and unhealthy foods; tries new foods, expressing preferences for some foods over others; explains that some foods help our bodies grow and remain healthy; begins to help with food preparation (mixing, etc.)	PD1.2(4) Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)
Subdomain PD2 Gross Motor Development				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
PD2.1(0) Begins to gain mobility, balance, and control of body (scoots, crawls, sits upright, pulls up to stand)	PD2.1(1) Gains mobility and ability to move from place to place, demonstrating flexibility and balance (takes first steps, walks unassisted, stands unassisted, participates in simple balancing and stretching activities)	PD2.1(2) Moves body to travel, demonstrating increased flexibility and balance (walks well, begins to run, dances, performs simple stretching activities with adult help)	PD2.1(3) Moves body to travel/play games (runs well, jumps on two feet; gallops); refines flexibility and balance (stands on one foot for up to 3 seconds, performs stretching exercises, walks on uneven surfaces; walks backward, walks in straight line)	PD2.1(4) Refines mobility and moves with a purpose: (walks backward, runs smoothly, jumps with two feet, hops on one foot, gallops, skips); demonstrates flexibility, strength, and balance through play (stretches limbs, walks on straight line/balance board, walks heel-to-toe, stands on one foot for three seconds and longer)
PD2.2(0) Begins to coordinate body	PD2.2(1) Coordinates body movements (pulls	PD2.2(2) Coordinates body movements to interact with	PD2.2(3) Coordinates body movements with increasing skill	PD2.2(4) Coordinates body movements to accomplish a goal (bounces/passes a

Early Learning and Development Continuum

movements (reaches, rolls, maintains upright posture when sitting and standing)	self to stand, claps, pushes/pulls toys)	surroundings (climbs slide, moves up/down stairs, throws overhand, twists at waist, bends over to pick up items, kicks a ball, begins to use pedals on ride-on toys)	(throws overhand at target, crosses the midline, kicks a ball at a target, uses	ball, throws and catches, crosses the midline, kicks a ball to play a game, manipulates riding toys, rides tricycles/bicycles)
Subdomain PD3 Fine Motor Development				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
PD3.1(0) Uses hands or feet to make contact with mouth, objects, or people, eventually using hands to grasp small objects between thumb and fingertips; transfers objects from one hand to another; claps	PD3.1(1) Uses both hands to hold and manipulate objects (holds block and adds another block to top)	PD3.1(2) Uses more refined hand and wrist movements (scribbles, stacks blocks, turns pages)	PD3.1(3) Refines wrist and finger movements for more control (pours without spilling from small container, successful with some fasteners on clothing, folds paper, manipulates playdough and clay)	PD3.1(4) Uses small, precise hand movements to complete tasks (fastens clothing, folds paper with accuracy and symmetry; begins attempting to tie shoes, uses a dominant hand)
PD3.2(0) Uses different actions on objects (kicks, pats, swipes, shakes)	PD3.2(1) Coordinates hand and eye movements and controls small muscles when doing simple tasks (uses tools for feeding, hammers pegs, uses large crayons for scribbling)	PD3.2(2) Uses hands and eyes together to complete tasks requiring a moderate amount of control (completes three or four piece puzzles, thread beads with large holes, uses shape sorter)	PD3.2(3) Demonstrates growing hand-eye coordination (strings beads, completes multi-piece puzzles, uses lacing cards, tears paper, uses a keyboard)	PD3.2(4) Demonstrates more precise hand-eye coordination (uses connecting blocks, small pop beads, Lego bricks, forms playdough into more recognizable shapes, builds more intricate block structures, weaves)
EMERGING	EMERGING	PD3.3(2) Gains control of small muscles while learning to use art media (uses scissors to snip; paints with large paintbrushes, uses large crayons)	PD3.3(3) Uses tools requiring small muscle dexterity (crayons, markers, scissors to cut straight lines, eating utensils)	PD3.3(4) Uses tools that require strength and dexterity of small muscles with moderate control (holds scissors correctly to cut shapes and curved lines; controls use of writing, drawing, art tools, and art/craft media; uses spray bottles, paper punch)

Early Learning and Development Continuum

Subdomain PD4 Safety Awareness and Self-Care				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
PD4.1(0) Listens and watches adults (facial expressions and voice tone) for cues of a harmful situation	PD4.1(1) Looks for cues from adults to guide behavior in possible harmful situation	PD4.1(2) Recognizes some harmful situations with guidance; begins to understand safe and unsafe behaviors	PD4.1(3) Recognizes and avoids potentially harmful items and situations with guidance; begins to follow basic safety and health rules	PD4.1(4) Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules
PD4.2(0) Responds well when physical needs are met (diaper changes, feedings, nose care)	PD4.2(1) Accepts and is more involved with physical care routines (toothbrushing, nose wiping, diapering, handwashing, dressing, etc.)	PD4.2(2) Shows self-care development in physical care routines (assisting with toothbrushing, handwashing, dressing, diapering/toileting, nose wiping, etc.)	PD4.2(3) Develops independence in daily routines (dresses and undresses with assistance with fasteners, uses tissues for nose and napkins for face with reminders, washes hands and face and brushes teeth with assistance, cares for toileting needs with assistance)	PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.)
Domain 8: Creative Arts (34 Indicators)				
Subdomain CA1 Visual Arts				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
CA1.1(0) Shows curiosity, exploring a wide variety of art media through sensory experiences	CA1.1(1) Uses a variety of materials in exploring and creating age-appropriate artwork	CA1.1(2) Chooses and participates in art activities, using different materials to create artwork	CA1.1(3) Creates art with different types of materials and techniques across learning domains	CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences
CA1.2(0) Responds to or shows interest in visual stimuli (bright colors, toys, mobiles, stuffed animals, etc.)	CA1.2(1) Shows interest in visual stimuli (wall hangings, photographs, paintings, etc.)	CA1.2(2) Shows interest in own works of art and the works of others with prompting	CA1.2(3) Shows interest in others' art; may comment on the works of others with prompting	CA1.2(4) Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

Early Learning and Development Continuum

Subdomain CA2 Music				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
CA2.1(0) Responds to and shows interest in musical sounds by turning head or moving body; explores vocal sounds through imitation	CA2.1(1) Expresses pleasure or excitement when listening to music; vocalizes some words in repetitive songs	CA2.1(2) Shows interest and participates in a wide variety of music and songs; sings some simple songs; explores volume	CA2.1(3) Knows and sings songs; uses appropriate tone in songs requiring loud and soft sounds	CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains
CA2.2(0) Responds to and explores musical rhythms through movement	CA2.2(1) Moves body in rhythm with music	CA2.2(2) Explores musical rhythms through movement, with and without instruments and props	CA2.2(3) Explores musical rhythm, patterns, and beat through movement, musical instruments, and props	CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props
Subdomain CA3 Movement and Dance				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
CA3.1(0) Moves body with some intent and control in response to music or songs	CA3.1(1) Imitates some movements and sounds in response to cues in songs or fingerplays	CA3.1(2) Moves and dances alone or with others; performs movements in songs and fingerplays	CA3.1(3) Participates in solo or group creative movement activities and dance; uses creative movement and dance across learning domains	CA3.1(4) Designs original movements and interpretations; participates in and uses creative movement and dance across learning domains
Subdomain CA4 Dramatic Play and Imagination				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
CA4.1(0) Moves to act on environment with intent and control; vocalizes to get attention	CA4.1(1) Observes and imitates, sounds, gestures, and behaviors of others	CA4.1(2) Uses imitation or pretend play to express creativity and imagination	CA4.1(3) Participates in creative dramatic play and make believe across learning domains	CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality
EMERGING	CA4.2(1) Uses dolls and	CA4.2(2) Uses objects in new	CA4.2(3) Uses or makes props to	CA4.2(4) Uses props in increasingly

Early Learning and Development Continuum

	toys as if they were real; engages in pretend play with realistic objects	ways or in pretend play; uses multiple toy props; engages in pretend play to act out daily routines	represent another object (pretends a box is a boat); acts out familiar roles (teachers, doctors)	creative ways in dramatic play (molds playdough to represent a phone)
Domain 9: Dual Language Learners (6 Indicators)				
Subdomain DL1 Receptive Language (Listening and Understanding)				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
DL1.1(B) Responds to gestures and simple directions in home and second language; begins to understand simple words in home and second language; listens with interest to picture books read aloud				
Subdomain DL2 Expressive Language (Speaking Second Language)				
Infants Birth to 12 Months	Young Toddlers 9-18 Months	Older Toddlers 16-36 Months	Three Years	Four/Five Years
DL2.1(B) Uses gestures, facial expressions, and single-word utterances to communicate needs and wants in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases				