



**Ohio's Early Learning & Development Standards:
Birth to Kindergarten Entry**

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Standards' Purpose and Five Domains

The Standards support the development and well-being of young children to foster their learning.

Ohio's Early Learning & Development Standards present a continuum of learning and development from birth to age five in each of five domains:

- Approaches Toward Learning
- Cognition and General Knowledge
- Language and Literacy
- Physical Well-Being and Motor Development
- Social and Emotional Development

Because the infant/toddler years are marked by rapid developmental change, the Standards are divided into three meaningful transitional periods: Infants (birth to around 8 months), Young Toddlers (6 to around 18 months), and Older Toddlers (16 to around 36 months). The Standards during the pre-kindergarten years (3-5 years), describe those developmental skills and concepts children should know and be able to do at the end of their pre-kindergarten experience.

Organization of the Standards

The Standards within each domain are organized according to strands: the developmental or conceptual components within each domain. Each strand contains one or more topics, the area of focus within each strand, and the standard statements: those concepts and skills children should know and be able to do for the different age groups.

Some topics reflect learning and development across the birth-to-five continuum, with Standards for all age levels: infants, young toddlers, older toddlers, and Pre-K, while other topics pertain only to a specific age.

For example, some knowledge and skills – the ability to identify and describe shapes or skills related to social studies and science – emerge in preschool. Topics that address those competencies include Standards only at the Pre-K level. Other topics such as Self Comforting and Social Identity have Standards only at the infant-toddler levels, because these foundational skills developed during the early years lead to more specific competencies at the preschool level.

Each domain also contains a Learning and Development Progression which shows at a glance what skills are developed by children and when.

Download All Five Domains at earlychildhoodohio.org

Cognition and General Knowledge

This domain includes those cognitive processes that enable all other learning to take place, as well as children's knowledge of the social and physical world. There are three sub-domains under Cognition and General Knowledge. The subdomains are Mathematics, Social Studies and Science.

Strand in the Cognition and General Knowledge Domain


Cognitive Skills

Cognitive Skills. This strand refers to the underlying cognitive mechanisms, skills and processes that support learning and reasoning across domains, including the development of memory, symbolic thought, reasoning and problem-solving.


Strands in the Mathematics Sub-Domain

 Number Sense

 Measurement and Data

 Number Relationships and Operations

 Geometry

 Algebra

Mathematics. The sub-domain of mathematics encompasses the mathematical concepts and skills that children develop during the birth-to-five-year period, including children's developing understanding of number and quantity, number relationships, and basic algebraic concepts. A meta-analysis conducted by Duncan and colleagues (2007) suggests that specific early math skills such as knowledge of numbers and ordinality are important predictors of later achievement in math and reading. The Mathematics subdomain also addresses children's developing knowledge of key attributes of objects, including size and shape, and the way objects fit, are positioned, and move in space.



Strands in the Social Studies Sub-Domain

- Self
- Government
- History
- Economics
- Geography

Social Studies. The sub-domain of social studies includes basic skills and competencies that set the foundation for learning about concepts of social science. At a young age, children begin to develop their social identity and to think about their place in the social world. As they grow, they develop an increased awareness of their personal histories and heritage, and a sense of time and place. Through everyday interactions with children and adults, they develop an appreciation for rights and responsibility within a group, and how social rules help people in promoting safety and fairness (Mindes, 2005).

Strands in the Science Sub-Domain

- Science Inquiry and Application
- Physical Science
- Earth and Space Science
- Life Science

Science. This sub-domain focuses on children’s curiosity to explore and learn about their environment. It includes behaviors of exploration and discovery, and fundamental conceptual development such as problem solving and cause and effect. These early behaviors develop into increasingly systematic inquiry skills, and the ability to observe, investigate and communicate about the natural environment, living things, and objects and materials (Gelman and Brenneman, 2004).



STRAND

Infants/Toddlers Cognitive Skills

TOPICS

- Memory
- Symbolic Thought
- Reasoning and Problem Solving

Pre-Kindergarten Cognitive Skills

- Memory
- Symbolic Thought
- Reasoning and Problem-Solving

SUB-DOMAIN | **Mathematics**

STRAND

Infants/Toddlers Number Sense

TOPICS

- Number Sense and Counting

Pre-Kindergarten Number Sense

- Number Sense and Counting
- Compare Numbers

STRAND

Infants/Toddlers Number Relationships and Operations

TOPICS

- Number Relationships

Pre-Kindergarten Number Relationships and Operations

- Number Relationships

STRAND

Infants/Toddlers Algebra

TOPICS

- Group and Categorize
- Patterning

Infants/Toddlers Algebra

- Group and Categorize
- Patterning

STRAND

Infants/Toddlers Measurement and Data

TOPICS

- Describe and Compare Measurable Attributes

Infants/Toddlers Measurement and Data

- Describe and Compare Measurable Attributes
- Data Analysis

STRAND

Infants/Toddlers Geometry

TOPICS

- Spatial Relationships
- Identify and Describe Shapes (Older Toddlers)

Infants/Toddlers Geometry

- Spatial Relationships
- Identify and Describe Shapes
- Analyze, Compare and Create Shapes



SUB-DOMAIN | **Social Studies**

STRAND

Infants/Toddlers Self

TOPICS

- Social Identity

Pre-Kindergarten History

- Historical Thinking and Skills
- Heritage

STRAND

TOPICS

Infants/Toddlers Geography

- Spatial Thinking and Skills
- Human Systems

STRAND

TOPICS

Infants/Toddlers Government

- Civic Participation Skills
- Rules and Laws

STRAND

TOPICS

Infants/Toddlers Economics

- Scarcity
- Production and Consumption



SUB-DOMAIN | **Science**

STRAND

Infants/Toddlers Science Inquiry and Application

TOPICS

- Inquiry
- Cause and Effect

Pre-Kindergarten Science Inquiry and Application

- Inquiry

STRAND

Pre-Kindergarten Earth and Space Science

TOPICS

- Explorations of the Natural World

STRAND

Infants/Toddlers Physical Science

TOPICS

- Explorations of Energy

STRAND

Infants/Toddlers Life Science

TOPICS

- Explorations of Living Things





STRAND | **Cognitive Skills**

TOPIC | **Memory**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Exhibit differentiated responses to familiar and unfamiliar people, events, objects and their features.</p> <p>EXAMPLES Kicks his feet in anticipation of being fed when mother positions him on her lap.</p> <p>Kicks to make mobile hanging over her crib move.</p> <p>Looks longer at a new picture than at one he has seen before.</p>	<p>STANDARD STATEMENT Recall information over a period of time with contextual cues.</p> <p>EXAMPLES Watches the caregiver wiping down the table with a cloth, then tries it himself the next day.</p> <p>Shows anticipation of the steps of feeding – when put into a high chair or asked to sit at a table, the child can wait a short time for food.</p> <p>Sees a photo of a close family member and says his name or hugs the frame.</p>	<p>STANDARD STATEMENT Recall information over a longer period of time without contextual cues.</p> <p>EXAMPLES After watching the teacher take a cloth out of the drawer, wipe down the table, and put the cloth in the hamper, tries it himself a week later.</p> <p>Responds by saying, “She’s at work,” when asked where mommy is.</p> <p>Says, “Meow,” when daddy points to a picture and asks, “What does a kitty cat say?”</p>	<p>STANDARD STATEMENT Communicate about past events and anticipate what comes next during familiar routines and experiences.</p> <p>EXAMPLES Communicates about his aunt’s visit last summer.</p> <p>Anticipates what comes next in the schedule, for example retrieves blanket after lunch time.</p> <p>Follows the route to the playground out of the building.</p>



STRAND | **Cognitive Skills** (continued)

TOPIC | **Memory** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Mirror simple actions and facial expressions of others previously experienced.</p> <p>EXAMPLES Sticks out his tongue in reaction to care teacher sticking out her tongue.</p> <p>Becomes quiet and stops moving his body to watch an adult as she interacts with him.</p> <p>Imitates an adult’s facial expressions.</p>	<p>STANDARD STATEMENT Mirror and repeat something seen at an earlier time.</p> <p>EXAMPLES Imitates an adult’s sounds when babbling.</p> <p>Takes a drink from her cup, sets it down, and says, “Aah,” after watching an adult doing it the previous day.</p> <p>Retrieves adult’s cell phone and holds it up to her ear.</p>	<p>STANDARD STATEMENT Reenact a sequence of events accomplished or observed at an earlier time.</p> <p>EXAMPLES Retrieves adult’s cell phone, holds it up to her ear and says, “Hello.”</p> <p>Pretends to make a cake, wrap gifts and decorate the living room, “Like I saw my grandma do for my last birthday party.”</p> <p>Feeds her baby doll, burps the doll, and wraps it in a blanket, pretending to rock it to sleep in the same way that her teacher does.</p>	<p>STANDARD STATEMENT With modeling and support, remember and use information for a variety of purposes.</p> <p>EXAMPLES Retrieves toy from the block area and places it in the drawer by the kitchen, following adult’s two-step directions.</p> <p>Communicates the idea he wanted to share even though the teacher didn’t call on him right away.</p> <p>Completes a “Work Plan” in preparation for play, and reports how he accomplished his plan during review time.</p>



STRAND | **Cognitive Skills** (continued)

TOPIC | **Memory** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Anticipate next steps in simple familiar routines and games.</p> <p>EXAMPLES Reaches for the pages of the book.</p> <p>Covers eyes for “peek-a-boo.”</p> <p>Opens mouth in anticipation of the next bite.</p>	<p>STANDARD STATEMENT Anticipate the beginning and ending of activities, songs and stories.</p> <p>EXAMPLES Moves her arms in a rolling motion to let her caregiver know that she wants to sing “Wheels on the Bus.”</p> <p>Begins to close the book as the adult reads the last page of a familiar story.</p>	<p>STANDARD STATEMENT Anticipate routines.</p> <p>EXAMPLES After story, gets blanket for nap.</p> <p>Takes a seat at the table for snack.</p> <p>Gets jacket from cubby to go outside.</p>	<p>STANDARD STATEMENT Recreate complex ideas, events/ situations with personal adaptations.</p> <p>EXAMPLES Sings simple, short phrases of new song in Spanish right after the teacher models.</p> <p>Listens to the story of the <i>Three Billy Goats Gruff</i>, and then stomps around the room talking in a deep voice.</p> <p>Looks at Van Gogh’s <i>Sunflowers</i> painting, holds her markers up to the original to try to match the colors, but paints the background pink.</p> <p>Organizes a “play” of <i>The Three Little Pigs</i> with his friends, using pink and grey dress up clothes, pink markers to paint their noses, and squeaky voices when answering the knocks of the wolf.</p>



STRAND | **Cognitive Skills** (continued)

TOPIC | **Memory** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
		<p>STANDARD STATEMENT Link past and present activities.</p> <p>EXAMPLES Explains, "I went there," referring to the visit to the pumpkin patch when singing "Five Little Pumpkins."</p> <p>Says, "Mama," while rocking at naptime as a reminder that mama rocks me to sleep at home.</p> <p>Says, "I went to the doctor," while playing with the stethoscope in the dramatic play center.</p>	



STRAND | **Cognitive Skills** (continued)

TOPIC | **Symbolic Thought**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Explore real objects, people and actions.</p> <p>EXAMPLES Kicks her leg to create and feel the movement of her body.</p> <p>Makes bouncing movement after an adult bounces him on his leg.</p> <p>Rolls car back and forth on the floor.</p>	<p>STANDARD STATEMENT Use one or two simple actions or objects to represent another in pretend play.</p> <p>EXAMPLES Pretends to feed the baby with a toy spoon and bowl.</p> <p>Uses a block to represent a phone.</p> <p>Puts a bowl on his head as a hat.</p>	<p>STANDARD STATEMENT Engage in pretend play involving several sequenced steps and assigned roles.</p> <p>EXAMPLES Plays the role of mother, telling the children to, "Go to sleep."</p> <p>Plans with other children who will take which roles during play, for example, "You be the dog. I'm the cat."</p>	<p>STANDARD STATEMENT Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).</p> <p>EXAMPLES Places a STOP sign on the road in the block corner and stops the cars during play.</p> <p>Orders from "menu" in pretend play.</p> <p>Tells a story about making a snowman and draws a picture of his story and writes "snow" under the picture with his own symbols for representing that word.</p>



STRAND | **Cognitive Skills** (continued)

TOPIC | **Symbolic Thought** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.</p> <p>EXAMPLES Assigns her two friends the role of “cat” and “daddy,” and then makes herself the vet who fixes the broken leg, gives the cat some medicine, and tells daddy how to take care of the cat.</p> <p>Engages in pretend play, reenacting <i>Goldilocks and the Three Bears</i>, pretending to be little bear.</p> <p>Engages in pretend play, in which he is the doctor, and the other children are the patient and the nurse, and pretends to write prescriptions.</p>



STRAND | **Cognitive Skills** (continued)

TOPIC | Reasoning and Problem-Solving

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Actively use the body to find out about the world.</p> <p>EXAMPLES Cries to get needs met.</p> <p>Explores objects by mouthing, banging, shaking, or hitting them.</p> <p>Drops a toy and watches it fall.</p> <p>Transfers a rattle from one hand to the other.</p>	<p>STANDARD STATEMENT With modeling and support, use simple strategies to solve problems.</p> <p>EXAMPLES Twists a shape until it fits into a hole in a container.</p> <p>Squeezes onto adult’s lap even though another child is already sitting there.</p> <p>Tries several ways to reach a ball that is stuck under the couch.</p>	<p>STANDARD STATEMENT In familiar situations, solve problems without having to try every possibility, while avoiding solutions that clearly will not work.</p> <p>EXAMPLES Moves chair to reach a ball.</p> <p>Tries multiple shapes to find the piece that fits the hexagon shape in the shape sorter.</p> <p>Turns a puzzle piece to make it fit into its space.</p>	<p>STANDARD STATEMENT Demonstrate ability to solve everyday problems based upon past experience.</p> <p>EXAMPLES Moves glass away from the table and cautions her baby sister, “Be careful, if my glass falls off the table, it will break.”</p> <p>Puts the large block on the bottom after repeatedly adding a large block on top of smaller blocks and watching the tower fall down.</p> <p>Touches a bug and squeals when it moves away, and then cups hand to catch the bug.</p>
			<p>STANDARD STATEMENT Solve problems by planning and carrying out a sequence of actions.</p> <p>EXAMPLES Counts the number of plates at the table, and then counts out that same number of napkins before setting the table for snack.</p> <p>Retrieves glue, crayons and paper strips before sitting down at the table to make a paper chain.</p>



STRAND | **Cognitive Skills** (continued)

TOPIC | **Reasoning and Problem-Solving** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Seek more than one solution to a question, problem or task.</p> <p>EXAMPLES While building the train track, tries to create a curve with four different track pieces, before asking for help.</p> <p>Rotates the puzzle piece and tries different pieces until finding the piece that fits.</p>
			<p>STANDARD STATEMENT Explain reasoning for the solution selected.</p> <p>EXAMPLES Discusses the number of people who want some play dough, suggests methods for dividing it, and how they might determine if the pieces are all the same, when the teacher asks, "How can we divide this one tub of play dough so everyone has the same amount?"</p> <p>When discovering there were no more blocks, retrieves a set of markers, connects them together and places on top of blocks and explains how he uses them to make a chimney.</p>



STRAND | **Number Sense**

TOPIC | **Number Sense and Counting**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Explore objects and attend to events in the environment.</p> <p>EXAMPLES Explores or experiments with object(s) such as shaking a rattle or ring of keys.</p> <p>Holds one block in each hand and drops one when offered a third block.</p>	<p>STANDARD STATEMENT Pay attention to quantities when interacting with objects.</p> <p>EXAMPLES Communicates, "More," and "All gone," when eating from a bowl of Cheerios.</p> <p>Searches for the third ball after two of three balls were handed to him.</p> <p>Communicates, "A lot," when looking at a large number of blocks.</p>	<p>STANDARD STATEMENT Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much.</p> <p>EXAMPLES Uses words or signs such as, "One, two, more, little, a lot."</p>	<p>STANDARD STATEMENT Count to 20 by ones with increasing accuracy.</p> <p>EXAMPLES Recites or signs the numbers 1-20 incompletely or with errors.</p> <p>Chants, sings or signs 1-20 in order while marching.</p>



STRAND | **Number Sense** (continued)

TOPIC | **Number Sense and Counting** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
		<p>STANDARD STATEMENT Use number words to indicate the quantity in small sets of objects (e.g., 2, 3), and begin counting aloud.</p> <p>EXAMPLES Starts counting with “one” sometimes pointing to the same item twice when counting or uses numbers out of order. “One, two, three, five, eight.”</p> <p>Reaches into bowl and takes out two carrots when the care teacher says, “Just take two.”</p> <p>Holds up two fingers and says, “Two,” when asked how old.</p> <p>Participates in counting songs, rhymes and stories.</p>	<p>STANDARD STATEMENT Identify and name numerals 1-9.</p> <p>EXAMPLES Points to numerals in a book as the teacher names them.</p> <p>Points to and names numerals on spinner while playing game.</p>



STRAND | **Number Sense** (continued)

TOPIC | **Number Sense and Counting** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Identify without counting small quantities of up to 3 items. (Subsidize)</p> <p>EXAMPLES Looks briefly at a picture and immediately communicates the quantity of up to three objects in the picture.</p> <p>Identifies quantities up to three without counting during play and classroom routines (e.g., sorting bears, getting snack, etc.).</p>
			<p>STANDARD STATEMENT Demonstrate one-to-one correspondence when counting objects up to 10.</p> <p>EXAMPLES Counts the number of cars on the rug, "One, two, three, four, five, six."</p> <p>Counts out napkins for snack time, saying the number aloud as he puts each one on the table.</p> <p>Accurately counts five crackers to match the picture in a rebus chart.</p>



STRAND | **Number Sense** (continued)

TOPIC | **Number Sense and Counting** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Understand that the last number spoken tells the number of objects counted.</p> <p>EXAMPLES Moves an equivalent number of steps indicated on a large number cube, during gross motor play.</p> <p>When asked how many napkins he passed out for snack says, "Ten napkins."</p>
			<p>STANDARD STATEMENT Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.</p> <p>EXAMPLES Points to the set with six blocks when asked which set has more blocks, the set with five or the set with six.</p> <p>Compares the number of letters in written names of two objects and indicates which word has more or fewer letters.</p> <p>Responds to questions like, "Does Jason have as many crackers as Jasmine?"</p>



STRAND | **Number Relationships and Operations**

TOPIC | **Number Relationships**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Explore objects and attend to events in the environment.</p> <p>EXAMPLES Explores objects by mouthing, banging, shaking or hitting them.</p> <p>Holds an object in each hand looking at both as if comparing them.</p>	<p>STANDARD STATEMENT Notice changes in quantity of objects (especially ones that can be detected visually with ease).</p> <p>EXAMPLES Says, "All gone!" when the bowl is empty.</p> <p>Says, "More," when the adult brought out more balls.</p> <p>Looks for a specific character toy when noticing that one of his three character toys is missing.</p>	<p>STANDARD STATEMENT Demonstrate an understanding that "adding to" increases the number of objects in the group.</p> <p>EXAMPLES Adds more objects to a collection of objects, and indicates, "I have more."</p> <p>When the adult adds one more duck to a group of two ducks, shows three fingers to indicate the total number of ducks.</p> <p>Has one slice of apple on her plate, adds another slice of apple, and communicates, "Two."</p>	<p>STANDARD STATEMENT Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.</p> <p>EXAMPLES Counts the number of boys and the number of girls present and then finds out how many children are there altogether.</p> <p>Responds appropriately when asked, "Right now there are five people at our snack table. How many people will be here if Jenny comes?"</p> <p>Participates in stories and rhymes involving addition and subtraction (e.g., "The Doorbell Rang," "Ten in the Bed," "Where is Thumbkin?")</p> <p>Counts the number of crackers left after everyone is served at snack.</p> <p>Groups and counts the number of objects that are yellow and the number of objects that are blue.</p>



STRAND | **Number Relationships and Operations** (continued)

TOPIC | **Number Relationships** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
		<p>STANDARD STATEMENT Place objects in one-to-one correspondence relationships during play.</p> <p>EXAMPLES Gives each doll a pretend sip from a cup.</p> <p>Sits each animal on a block.</p> <p>Sets the table with two plates and two cups when playing in the house corner with a friend.</p>	



STRAND | **Algebra**

TOPIC | **Group and Categorize**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Notice differences between familiar and unfamiliar people, objects and places.</p> <p>EXAMPLES Looks back and forth between people or objects, as if comparing them.</p> <p>Explores objects by mouthing, banging, shaking or hitting them.</p> <p>Demonstrates the ability to tell the difference between “friendly” and “unfriendly” voices.</p>	<p>STANDARD STATEMENT Match two objects that are the same and select similar objects from a group.</p> <p>EXAMPLES Matches two identical fire trucks.</p> <p>Points out all of the blue plates at the lunch table.</p> <p>Puts toy cars in one pile and airplanes in another.</p> <p>Removes all of the red blocks from the bucket of blocks, with help.</p>	<p>STANDARD STATEMENT Sort objects into two or more groups by their properties and uses.</p> <p>EXAMPLES Labels the big animals, “Mama,” or “Padre,” and the small animals “Baby,” or “Bebe.”</p> <p>Places all of the red pegs in one bowl, the white pegs in another bowl and the green pegs in a third bowl.</p> <p>Indicates that birds, dogs and horses are all animals, while cars are not.</p> <p>Sorts different-shaped blocks into three piles: circles, squares, and triangles.</p>	<p>STANDARD STATEMENT Sort and classify objects by one or more attributes (e.g., size, number).</p> <p>EXAMPLES Sorts red and blue counting bears, and then sorts each group of bears by size.</p> <p>Sorts blocks by size and shape for storing on block shelf, at clean-up time.</p>



STRAND | **Algebra** (continued)

TOPIC | **Patterning**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Imitate repeated movements.</p> <p>EXAMPLES Makes cooing sound repeatedly when interacting with an adult.</p> <p>Kicks repeated times at an object.</p> <p>Mimics patterns sounded by adult.</p>	<p>STANDARD STATEMENT Participate in adult-initiated movement patterns.</p> <p>EXAMPLES Copies adult movements, such as tapping the table or clapping.</p> <p>Puts hand near eyes in response to peek-a-boo game.</p> <p>Participates in a part of a pattern song (claps, or moves with adult).</p>	<p>STANDARD STATEMENT Copy and anticipate a repeating pattern.</p> <p>EXAMPLES Follows and remembers movements in familiar songs or rhymes.</p> <p>Recognizes a repeating pattern in a storybook (e.g., "Brown Bear, Brown Bear What do You See?").</p> <p>Anticipates what happens next in everyday routines. Notes patterns.</p>	<p>STANDARD STATEMENT Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.</p> <p>EXAMPLES Follows pattern for placing utensils and plates on table in preparation for lunchtime.</p> <p>Uses colored pattern blocks to copy a pattern picture.</p> <p>Extends a pattern started by another.</p> <p>Finds and identifies patterns in the environment.</p>
			<p>STANDARD STATEMENT Create patterns.</p> <p>EXAMPLES Builds a road alternating long and short unit blocks.</p> <p>Orders colored bears in red, blue, yellow; red, blue, yellow pattern.</p>



STRAND | **Measurement and Data**



TOPIC | **Describe and Compare Measurable Attributes**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Explore properties of objects.</p> <p>EXAMPLES Looks for what is making a sound.</p> <p>Brings an object to her mouth to explore it.</p> <p>Drops a toy and watches it fall.</p>	<p>STANDARD STATEMENT Show awareness of the size of objects.</p> <p>EXAMPLES Communicates, "Big ball," when adult rolls the ball to her.</p> <p>Points to the train and says, "Long."</p> <p>Shows a preference for the bigger over the smaller ball.</p>	<p>STANDARD STATEMENT Demonstrate awareness that objects can be compared by attributes (e.g., size, weight, capacity), and begin to use words such as bigger, smaller and longer.</p> <p>EXAMPLES Communicates, "This block is more big." Communicates, "My train is longer."</p> <p>Attempts to pick up a box with toys and communicates, "Heavy."</p> <p>Communicates, "This has more," when referring to two cups of milk.</p> <p>Labels the big animals, "Mama," and the small animals, "Baby."</p>	<p>STANDARD STATEMENT Describe and compare objects using measurable attributes (e.g., length, size, capacity and weight).</p> <p>EXAMPLES Compares shoe sizes to see who has the bigger or smaller shoe.</p> <p>Sorts and classifies objects and can explain the sorting criteria (e.g., one rock is heavier than the other; one pencil is longer, etc.).</p>
			<p>STANDARD STATEMENT Order objects by measurable attribute (e.g., biggest to smallest, etc.).</p> <p>EXAMPLES Places the different sized plates from biggest to smallest on the table.</p> <p>Orders blocks by height, tallest to shortest while building his "town" in the block area.</p>



STRAND | **Measurement and Data** (continued)

TOPIC | **Describe and Compare Measurable Attributes** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Measure length and volume (capacity) using non-standard or standard measurement tools.</p> <p>EXAMPLES Measures how many paper clips it takes to be as long as a pencil.</p> <p>Measures how many small containers it takes to fill one large container at the sand table.</p>

TOPIC | **Data Analysis**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Collect data by categories to answer simple questions.</p> <p>EXAMPLES Sorts the red bears and the blue bears. Counts to see which group has more.</p> <p>Counts how many children said they have a pet and how many said they do not have a pet.</p> <p>Counts the number of apples in each column of the graph, and concludes, "More children like red apples."</p>



STRAND | **Geometry**

TOPIC | **Spatial Relationships**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Explore the properties of objects.</p> <p>EXAMPLES Watches people and objects move through space.</p> <p>Brings an object to her mouth to explore it.</p> <p>Reaches for and grasps an object.</p> <p>Drops a toy and watches it fall.</p> <p>Moves her body through space by rolling, rocking or crawling.</p>	<p>STANDARD STATEMENT Explore how things fit and move in space.</p> <p>EXAMPLES Experiments with how objects fit in space: stacks, sorts, dumps, pushes, pulls, twists, turns.</p> <p>Fits the round puzzle piece in the round space on the puzzle board.</p> <p>Gets stuck in a tight space when exploring.</p> <p>Explores the ways shapes and objects fit together.</p>	<p>STANDARD STATEMENT Demonstrate how things fit together and/or move in space with increasing accuracy.</p> <p>EXAMPLES Builds a tall tower with a number of blocks.</p> <p>Fits a shape into the matching space in a shape sorter toy on the first or second try.</p> <p>Completes a puzzle with three to four interlocking pieces.</p> <p>Stacks rings on a base in the correct order the first or second attempt.</p>	<p>STANDARD STATEMENT Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.</p> <p>EXAMPLES Communicates, “My toy fell under the table,” or “I left my ball outside,” or “Sit down beside me.”</p> <p>Navigates an obstacle course when the teacher says, “Go under the bridge, and then go around the climber.”</p> <p>Says, “My dad keeps the car inside the garage.”</p> <p>Builds simple but meaningful “maps” using blocks and toys such as trees, cars, houses, and describes relative positions. (e.g., “The truck is beside the road.” “The dog is behind the house.”).</p>



STRAND | **Geometry** (continued)

TOPIC | **Identify and Describe Shapes**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
		<p>STANDARD STATEMENT Recognize basic shapes.</p> <p>EXAMPLES Identifies a circle and a square in a shape-puzzle.</p> <p>Points to circles of different sizes, and communicates that these are all circles.</p>	<p>STANDARD STATEMENT Understand and use names of shapes when identifying objects.</p> <p>EXAMPLES Points and names the circle, square, rectangle and triangle shapes while working with puzzles.</p> <p>Identifies different shapes that are called out loud, while playing a game of shape bingo.</p> <p>Asks a friend, "Can I have another square block?"</p>
			<p>STANDARD STATEMENT Name three-dimensional objects using informal, descriptive vocabulary (e.g., "cube" for box, "ice cream cone" for cone, "ball" for sphere, etc.).</p> <p>EXAMPLES Refers to a cube as a "box." Calls the cone "ice cream cone." Calls a sphere a "ball."</p>



STRAND | **Geometry** (continued)

TOPIC | **Analyze, Compare and Create Shapes**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Compare two-dimensional shapes, in different sizes and orientations, using informal language.</p> <p>EXAMPLES Locates two-dimensional geometric shapes of differing size and orientation in the classroom environment.</p> <p>Answers questions like, "How do you know the shape is a triangle?" by describing the number of "lines" and "points."</p> <p>Identifies two-dimensional shapes by feel in a "feely box."</p> <p>Identifies a triangle whether sitting on its base or on its point.</p>
			<p>STANDARD STATEMENT Create shapes during play by building, drawing, etc.</p> <p>EXAMPLES Draws a picture of his house using some basic shapes such as a rectangle for the building and a triangle for the roof and a circle for the sun.</p> <p>Creates symmetrical block structures.</p> <p>Draws shapes from memory.</p>



STRAND | **Geometry** (continued)

TOPIC | **Analyze, Compare and Create Shapes** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Combine simple shapes to form larger shapes.</p> <p>EXAMPLES Uses blocks to create larger shape structures.</p> <p>Manipulates pattern blocks to form larger shapes.</p> <p>Describes the shapes used to create new shapes.</p>



STRAND | **Self**

TOPIC | **Social Identity**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Show awareness of self and awareness of other people.</p> <p>EXAMPLES Uses his hands to explore different parts of his body and explores mom’s facial features.</p> <p>Attends to the difference between familiar and unfamiliar people.</p> <p>Smiles and lights up when big brother comes to talk to him.</p> <p>Shows anxiety when dad leaves.</p> <p>Cries and expects a caregiver to meet her needs.</p>	<p>STANDARD STATEMENT Prefer familiar adults and recognize familiar actions and routines.</p> <p>EXAMPLES Expresses anxious behavior around unfamiliar adults.</p> <p>Talks on the phone and walks around the way her mommy does at home.</p> <p>Goes to get coat when it’s time to go outside even though it’s raining and the caregiver has said the group is having inside play.</p>	<p>STANDARD STATEMENT Identify self and others as belonging to one or more groups by observable characteristics.</p> <p>EXAMPLES Uses pronouns like “we,” and “our.”</p> <p>Says or signs, “Adrian is a boy, and I’m a boy.”</p> <p>Says or signs, “I’m not a baby. I’m a big girl.”</p> <p>Names some family members or friends.</p>	



STRAND | **History**

TOPIC | **Historical Thinking and Skills**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Demonstrate an understanding of time in the context of daily experiences.</p> <p>EXAMPLES Tells her mom that her friend was sick yesterday and not at school.</p> <p>Labels the day, "Swim day," or, "Field trip day," when talking to his friend at snack.</p> <p>Reminds substitute teacher that they go on the playground after snack in the morning.</p> <p>Shows the new boy in the class the picture schedule so he will know what comes next.</p>



STRAND | **History** (continued)

TOPIC | **Historical Thinking and Skills** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Develop an awareness of his/her personal history.</p> <p>EXAMPLES Looks at the classroom photo album, points to grandma and tells the teacher about how she rocked him when he was a baby.</p> <p>Tells his friend about going to the park for a picnic with his family while playing in the sensory table.</p> <p>Asks her mama to tell “her born story” on her birthday.</p> <p>Shares that when he was a baby he wore diapers, but he’s not a baby anymore.</p>



STRAND | **History** (continued)

TOPIC **Heritage**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Develop an awareness and appreciation of family cultural stories and traditions.</p> <p>EXAMPLES Imitates making one of his family's traditional desserts while playing in the kitchen area.</p> <p>Participates in re-enacting different holiday traditions during dramatic play.</p> 

STRAND | **Geography**

TOPIC **Spatial Thinking and Skills**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Demonstrate a beginning understanding of maps as actual representations of places.</p> <p>EXAMPLES Includes representations of roads, buildings, bodies of water during block play.</p> <p>Draws a map.</p> <p>Goes on a "bear hunt" using a map.</p> <p>Drive cars along a road on a map.</p>



STRAND | **Geography** (continued)

TOPIC | **Human Systems**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Identify similarities and differences of personal, family and cultural characteristics, and those of others.</p> <p>EXAMPLES Asks the teacher why her skin is pink and her friend’s skin is brown.</p> <p>Makes a self-portrait that includes his body parts and clothing, and states, “I have black hair and Catherina has brown hair.”</p> <p>Tells the teacher, “I speak Spanish at home.” Or, “I live with my mom and my grandma, but Casey lives with his mom and his dad.”</p>



STRAND | **Government**

TOPIC | **Civic Participation Skills**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Understand that everyone has rights and responsibilities within a group.</p> <p>EXAMPLES Participates in group vote on what to name the guinea pig.</p> <p>Offers to be a class buddy for a new boy in the room.</p> <p>Lets the teacher know there is a broken toy in the room.</p> <p>Shows concern for his classmate who has trouble getting on the playground because he uses braces.</p> <p>Reminds another child to put a plastic bottle in the recycle container.</p>
			<p>STANDARD STATEMENT Demonstrate cooperative behaviors and fairness in social interactions.</p> <p>EXAMPLES Helps a friend rebuild a block tower when it accidentally falls over.</p> <p>Works with a friend in the sensory table to fill a bottle with water.</p>



STRAND | **Government** (continued)

TOPIC | **Civic Participation Skills** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT With modeling and support, negotiate to solve social conflicts with peers.</p> <p>EXAMPLES Creates a waiting list to take turns at the computer, with adult support.</p> <p>Tells a friend, "Give it back, he had it first," when she takes a book from another child.</p> <p>Tells his friends, "You will be the cashier and you can be the shopper and then you can switch."</p>
			<p>STANDARD STATEMENT With modeling and support, demonstrate an awareness of the outcomes of choices.</p> <p>EXAMPLES Tells a friend to hold onto the swing so they won't fall.</p> <p>Asks for his coat when he's outside and didn't bring his coat.</p> <p>Says, "I'm hungry. I wish I would have eaten my snack," after choosing not to eat during snack time.</p>



STRAND | **Government** (continued)

TOPIC | **Rules and Laws**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.</p> <p>EXAMPLES Participates in creation of classroom rules.</p> <p>Tells a classmate to stop throwing blocks because one could hit a friend.</p> <p>During dramatic play asks a friend, "Can I have a turn playing with the doll when you are all done?"</p>



STRAND | **Economics**

TOPIC | **Scarcity**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.</p> <p>EXAMPLES Notices that the red paint is gone and asks the teacher to get more out of the supply closet.</p> <p>Offers to share the sponge in the water table when there is only one available.</p> <p>Tells his friend that there are only two books about cars in the book area and that he has to pick one.</p>



STRAND | **Economics** (continued)

TOPIC | **Production and Consumption**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.</p> <p>EXAMPLES Makes a grocery list during dramatic play, puts purse over her shoulder and says, "I have to go to the grocery store."</p> <p>Helps to take care of tomato plant in classroom and then assists in making salsa for snack when tomatoes are ripe.</p>
			<p>STANDARD STATEMENT With modeling and support, demonstrate responsible consumption and conservation of resources.</p> <p>EXAMPLES Tells the teacher that his family went to the apple orchard to pick apples and when they got home they made applesauce with them.</p> <p>Tells a new classmate at snack not to take too many crackers so they aren't thrown away.</p>



STRAND | **Science Inquiry and Application**

TOPIC | **Inquiry**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Examine objects with lips and tongue.</p> <p>EXAMPLES Explores toys and other objects in the environment with mouth.</p> <p>Places mouth on adult's face while being held.</p>	<p>STANDARD STATEMENT Try different things with objects to see what happens or how things work.</p> <p>EXAMPLES Tries to reach an object behind the bookcase.</p> <p>Drops objects from different heights and positions.</p>	<p>STANDARD STATEMENT Engage in sustained and complex manipulation of objects.</p> <p>EXAMPLES Experiments with water tubes in the water table, pours water through different tubes, and observes the water flow down.</p> <p>Builds with blocks, making a big castle.</p>	<p>STANDARD STATEMENT Explore objects, materials and events in the environment.</p> <p>EXAMPLES Tries different combinations of blocks to build a tall tower.</p> <p>Uses moist clay to make two pieces stick together.</p> <p>Watches the birds at the birdfeeder.</p> <p>Observes that the wind blows the snow across the playground.</p>
<p>STANDARD STATEMENT Observe, hold, touch and manipulate objects.</p> <p>EXAMPLES Turns face to the light breeze.</p> <p>Explores body parts of self and others.</p> <p>Explores, touches and feels books.</p>	<p>STANDARD STATEMENT Observe the physical and natural world around them.</p> <p>EXAMPLES Watches the rain on the window.</p> <p>In the water table, pours water through the waterwheels to see the wheel's movement.</p> <p>Notice the wind moving the daffodils in the garden.</p>	<p>STANDARD STATEMENT Engage in focused observations of objects and events in the environment.</p> <p>EXAMPLES Watches movement of ants on an anthill.</p> <p>Looks inside a toy to see how it works.</p>	<p>STANDARD STATEMENT Make careful observations.</p> <p>EXAMPLES Observes a bird on the grass and says, "That bird is eating a worm!"</p> <p>Tells his mother, "The sunflowers we planted are almost as tall as me now."</p> <p>Says to a friend, "The cars and houses got smaller and smaller when we took the airplane to visit my dad."</p>



STRAND | **Science Inquiry and Application** (continued)

TOPIC | **Inquiry** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
		<p>STANDARD STATEMENT Ask questions about objects and events in the environment.</p> <p>EXAMPLES Observes a butterfly and asks, "Where did it go?"</p> <p>Asks, "Why does the wind blow?"</p>	<p>STANDARD STATEMENT Pose questions about the physical and natural environment.</p> <p>EXAMPLES Asks why the ant hill on the playground is bigger today than it was yesterday.</p> <p>Listens intently to the voice on the classroom intercom and then asks if it is a phone.</p> <p>Asks, "How did the caterpillar become a cocoon?"</p>
		<p>STANDARD STATEMENT With modeling and support, use simple tools to explore the environment.</p> <p>EXAMPLES Uses nesting cups in water table.</p> <p>Uses a small shovel or stick to move the dirt looking for bugs.</p> <p>Uses a magnifier to examine moss growing near a tree.</p>	<p>STANDARD STATEMENT Engage in simple investigations.</p> <p>EXAMPLES During the garden project, investigates which plants grew better, those planted in the shade or those planted in the sun.</p> <p>Engages in an investigation of the properties of sound: loud/soft (volume), high/low (pitch).</p>



STRAND | **Science Inquiry and Application** (continued)

TOPIC | **Inquiry** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Describe, compare, sort, classify, and order.</p> <p>EXAMPLES Says, "The guinea pig's fur is brown with white spots."</p> <p>Strokes the guinea pig and the bunny and comments that the bunny's fur is softer.</p> <p>Notices and comments that the sand in the sun is easier to sift than the sand in the shade.</p> <p>Sorts all the shells from the rocks in the basket on the nature table.</p> <p>Orders the shells from smallest to largest.</p>



STRAND | **Science Inquiry and Application** (continued)

TOPIC | **Inquiry** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Record observations using words, pictures, charts, graphs, etc.</p> <p>EXAMPLES Draws a picture of the bird eating a worm.</p> <p>Takes a clipboard on a nature walk to record observations.</p> <p>Photographs moss on the side of a tree.</p> <p>Tells a friend that the moon was a whole circle last night and a lot of times it's only part of a circle and expresses interest in why it is different.</p> <p>Explains that when they plucked rubber bands of different lengths strung across a shoebox they made different sounds.</p>



STRAND | **Science Inquiry and Application** (continued)

TOPIC | **Inquiry** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Use simple tools to extend investigation.</p> <p>EXAMPLES Uses a measuring cup to measure out the flour needed to bake muffins or tortillas.</p> <p>Asks for a magnifying glass to view parts of a flower.</p> <p>Marks height on a growth chart with adult's assistance.</p>
			<p>STANDARD STATEMENT Identify patterns and relationships.</p> <p>EXAMPLES States, "At night it gets dark and we go to sleep and in the morning it gets light so we wake up."</p> <p>Makes the observation that in the winter it snows, but where her grandma lives in Florida it does not.</p> <p>States, "I like to eat peanut butter and jelly for lunch, but John and Lisa can't eat it because it makes them sick."</p>



STRAND | **Science Inquiry and Application** (continued)

TOPIC | **Inquiry** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Make predictions.</p> <p>EXAMPLES Provides responses when asked, "What do you think will happen to the ice cubes if we leave them on the counter?"</p> <p>After assisting his grandfather with feeding the hens states, "I think the chicken eggs will be hatched when we come out here tomorrow."</p> <p>States, "Tasha's sister took two steps today. I bet she'll take three tomorrow."</p> <p>Predicts which toy car will go faster, one rolling down a sharp incline or a car rolling down a slight incline.</p>



STRAND | **Science Inquiry and Application** (continued)

TOPIC | **Inquiry** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Make inferences, generalizations and explanations based on evidence.</p> <p>EXAMPLES On a windy day, observes that the leaf pile is gone and infers, "The leaves blew away."</p> <p>Observes that his classmate is absent and infers, "Marcos is out sick today."</p> <p>Observes that the ground is wet and states, "It rained last night."</p>



STRAND | **Science Inquiry and Application** (continued)

TOPIC | **Inquiry** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).</p> <p>EXAMPLES Helps make a graph that demonstrates the length of his shadow that was measured in the morning and in the late afternoon, to compare which one is bigger.</p> <p>Draws pictures of the birds that visit two different bird feeders on the playground, making a distinction between the color and size of the birds which eat from each feeder.</p> <p>Takes pictures of the same tree on the playground at different times of the year and discusses how the tree changes over time.</p>



STRAND | **Science Inquiry and Application** (continued)

TOPIC | **Cause and Effect**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Use simple actions to make things happen.</p> <p>EXAMPLES Explores objects by mouthing, banging, shaking or hitting them.</p> <p>Grasps a toy in her hand, bats or kicks at water, then acts surprised by the splash.</p> <p>Shakes a rattle repeatedly to make the sound continue.</p>	<p>STANDARD STATEMENT Purposefully combine actions to make things happen.</p> <p>EXAMPLES Drops objects from different heights and positions.</p> <p>Pulls a string attached to a toy to bring the toy closer.</p> <p>Touches or bangs the handle of a jack-in-the-box, then hands it back to the caregiver to make it pop.</p> <p>Touches different parts of a musical toy to make the music start again.</p> <p>Explores the air moving through a bubble blowing wand to produce bubbles.</p>	<p>STANDARD STATEMENT Demonstrate understanding that events have a cause.</p> <p>EXAMPLES Chooses only rings with holes when playing with a ring stacking toy.</p> <p>Says, "Lucile fall down," when seeing a peer crying.</p> <p>Communicates about what makes a pop-up toy go.</p> <p>Repeats an action to cause a known reaction.</p>	
		<p>STANDARD STATEMENT Make predictions.</p> <p>EXAMPLES Predicts that the glass will break if it falls on the tile floor.</p> <p>With prompting, predicts that recess will be indoors because it is raining.</p> <p>Responds to simple "what if" questions to predict a variety of outcomes.</p>	



STRAND | **Earth and Space Science**

TOPIC | **Explorations of the Natural World**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).</p> <p>EXAMPLES Notices how melting snow creates craters and gullies that change the landscape of the playground.</p> <p>While on the playground, notices that he can see the moon even though it is day.</p> <p>Notices that the sun moves in the sky during the course of the day.</p> <p>Comments about the wind blowing the flag on top of the playground structure.</p> <p>Uses language (either verbal or sign language) to describe characteristics of the weather during different times of the year.</p> <p>Predicts what will happen to snow when the temperature rises.</p>



STRAND | **Earth and Space Science** (continued)

TOPIC | **Explorations of the Natural World** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.</p> <p>EXAMPLES Expresses concern for the birds in winter and suggests a class bird feeding project.</p> <p>Explains how he goes to the recycle plant with his dad to deposit the family's paper, glass, and metal trash.</p> <p>Draws a picture of how food grows (e.g., apples grow on trees, corn grows in the ground).</p> <p>Categorizes natural objects as those that we can eat and those that we can't eat (e.g., can eat plants, can't eat rocks).</p> <p>Identifies the harmful consequences of a forest fire.</p>



STRAND | **Physical Science**

TOPIC | **Explorations of Energy**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).</p> <p>EXAMPLES Observes what happens when ice melts in the sensory table.</p> <p>Makes ice cream for dessert at lunch.</p>
			<p>STANDARD STATEMENT With modeling and support, explore the position and motion of objects.</p> <p>EXAMPLES Notices that the higher the incline of the ramp, the farther the toy car rolls.</p> <p>Engages in play in the block area with ramps, pulleys, wheels, levers, etc.</p> <p>Discovers that some magnets “pull” together and some magnets “push” apart.</p>



STRAND | **Physical Science** (continued)

TOPIC | **Explorations of Energy** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT With modeling and support, explore the properties and characteristics of sound and light.</p> <p>EXAMPLES Explores the classroom musical instruments and sorts them into categories by how the sound is produced. (e.g., those that make sound by striking, shaking, blowing).</p> <p>Explores the transparent properties of a variety of materials on the light table.</p> <p>Engages in an investigation of shadows.</p>



STRAND | **Life Science**

TOPIC | **Explorations of Living Things**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT With modeling and support, identify physical characteristics and simple behaviors of living things.</p> <p>EXAMPLES Says, "Birds have feathers and mammals have fur." Says, "My dog had puppies!" Watches a spider spin her web. Recognizes the similarities between a pony and a horse.</p>
			<p>STANDARD STATEMENT With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).</p> <p>EXAMPLES Matches authentic pictures of different habitats to the things that occupy them (e.g., people live in houses, worms live in the ground, fish live in the water). Says, "Some dinosaurs were meat eaters and some ate plants." Discusses the differences between habits of tortoises and turtles. Says, "Owls hunt at night."</p>



STRAND | **Life Science** (continued)

TOPIC | **Explorations of Living Things** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</p> <p>EXAMPLES Observes that the class pet guinea pig eats, drinks water and sleeps just like people do.</p> <p>While watching the angel fish in the aquarium, observes the gills and explains, "That is how the fish breathes under water."</p> <p>Matches animal parts (e.g., a duck's feet, a rabbit's ears, a cat's tail) to the correct animal.</p> <p>Identifies the nose and mouth as parts of the body that humans use to breathe.</p>



STRAND | **Life Science** (continued)

TOPIC | **Explorations of Living Things** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).</p> <p>EXAMPLES Studies his baby pictures and explains how he used to be a baby but now he's big.</p> <p>Places in sequence pictures of the life cycle of a butterfly from caterpillar to chrysalis/cocoon to butterfly.</p> <p>Matches pictures of familiar baby animals to adult animals.</p> <p>Orders correctly a series of pictures of plant's growth (e.g., from a seed, to a seedling, to a mature plant).</p> <p>Describes what happens to a human from infancy to adulthood (e.g., begins life as a baby, grows into a child, matures into an adult).</p>



STRAND | **Life Science** (continued)

TOPIC | **Explorations of Living Things** (continued)

Infants (birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT With modeling and support, recognize similarities and differences between people and other living things.</p> <p>EXAMPLES Observes that animals have fur and people do not.</p> <p>Points to a goose and says, "It looks like a duck."</p> <p>States, "Some bears are brown, some are black and Polar bears are white!"</p>