

**HighReach Learning® Curriculum  
Ages 3–5  
Crosswalk with *The Creative Curriculum®*  
*Developmental Continuum for Ages 3–5***

HighReach Learning® Objectives	<i>The Creative Curriculum® Developmental Continuum for Ages 3–5</i>
<b>Language Development</b>	
<b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems	40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps  43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others' comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
<b>L2</b> Shows progress in understanding and following simple and multiple-step directions	40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps
<b>L3</b> Understands an increasingly complex and varied vocabulary	40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps  43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others' comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
<b>L4</b> For non-English-speaking children, progresses in listening to and understanding English	40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps  43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others' comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
<b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes	39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings  41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details

	<p>42. Asks questions</p> <p>I. Asks simple questions</p> <p>II. Asks questions to further understanding</p> <p>III. Asks increasingly complex questions to further own understanding</p>
<b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults	<p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others' comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p>
<b>L7</b> Uses an increasingly complex and varied spoken vocabulary	<p>39. Expresses self using words and expanded sentences</p> <p>I. Uses simple sentences (3–4 words) to express wants and needs</p> <p>II. Uses longer sentences (5–6 words) to communicate</p> <p>III. Uses more complex sentences to express ideas and feelings</p> <p>42. Asks questions</p> <p>I. Asks simple questions</p> <p>II. Asks questions to further understanding</p> <p>III. Asks increasingly complex questions to further own understanding</p> <p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others' comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p>
<b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity	<p>39. Expresses self using words and expanded sentences</p> <p>I. Uses simple sentences (3–4 words) to express wants and needs</p> <p>II. Uses longer sentences (5–6 words) to communicate</p> <p>III. Uses more complex sentences to express ideas and feelings</p> <p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others' comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p>
<b>L9</b> For non-English-speaking children, progresses in speaking English	<p>39. Expresses self using words and expanded sentences</p> <p>I. Uses simple sentences (3–4 words) to express wants and needs</p> <p>II. Uses longer sentences (5–6 words) to communicate</p> <p>III. Uses more complex sentences to express ideas and feelings</p> <p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others' comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p>
<b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices	<p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others' comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p>
<b>L11</b> Begins to adjust volume, tone, expression, and inflection as situationally appropriate	<p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others' comments in a series of exchanges</p>

	III. Initiates and/or extends conversations for at least four exchanges
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<b>Literacy</b>	
<b>LT1</b> Shows increasing ability to discriminate and identify sounds in spoken language	38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words
<b>LT2</b> Shows growing awareness of beginning and ending sounds of words	38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words
<b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems	38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words
<b>LT4</b> Shows growing ability to hear and discriminate separate syllables in words	38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words
<b>LT5</b> Associates sounds with written words, such as awareness that different words begin with the same sound	45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read
<b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry	44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader
<b>LT7</b> Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children	44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader
<b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will	44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as

happen next in a story	<p>reader</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <p>I. Imitates act of reading in play</p> <p>II. Compares and predicts story events; acts out main events of a familiar story</p> <p>III. Retells a story including many details and draws connections between story events</p>
<b>LT9</b> Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator	<p>7. Respects and cares for classroom environment and materials</p> <p>I. Uses materials in appropriate ways</p> <p>II. Puts away used materials before starting another activity</p> <p>III. Begins to take responsibility for care of the classroom environment</p> <p>44. Enjoys and values reading</p> <p>I. Listens to stories being read</p> <p>II. Participates in story time interactively</p> <p>III. Chooses to read on own; seeks information in books; sees self as reader</p> <p>45. Demonstrates understanding of print concepts</p> <p>I. Knows that print carries the message</p> <p>II. Shows general knowledge of how print works</p> <p>III. Knows each spoken word can be written down and read</p>
<b>LT10</b> Begins to connect own life with related events in books	<p>48. Comprehends and interprets meaning from books and other texts</p> <p>I. Imitates act of reading in play</p> <p>II. Compares and predicts story events; acts out main events of a familiar story</p> <p>III. Retells a story including many details and draws connections between story events</p>
<b>LT11</b> Shows increasing awareness of print in classroom, home, and community settings	<p>45. Demonstrates understanding of print concepts</p> <p>I. Knows that print carries the message</p> <p>II. Shows general knowledge of how print works</p> <p>III. Knows each spoken word can be written down and read</p>
<b>LT12</b> Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus	<p>45. Demonstrates understanding of print concepts</p> <p>I. Knows that print carries the message</p> <p>II. Shows general knowledge of how print works</p> <p>III. Knows each spoken word can be written down and read</p>
<b>LT13</b> Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message	<p>45. Demonstrates understanding of print concepts</p> <p>I. Knows that print carries the message</p> <p>II. Shows general knowledge of how print works</p> <p>III. Knows each spoken word can be written down and read</p>
<b>LT14</b> Shows progress in recognizing the association between spoken and written words by following print as it is read aloud	<p>45. Demonstrates understanding of print concepts</p> <p>I. Knows that print carries the message</p> <p>II. Shows general knowledge of how print works</p> <p>III. Knows each spoken word can be written down and read</p>
<b>LT15</b> Recognizes a word as a unit of	<p>45. Demonstrates understanding of print concepts</p>

print, or awareness that letters are grouped to form words, and that words are separated by spaces	<ul style="list-style-type: none"> <li>I. Knows that print carries the message</li> <li>II. Shows general knowledge of how print works</li> <li>III. Knows each spoken word can be written down and read</li> </ul>
<b>LT16</b> Develops understanding that writing is a way of communicating for a variety of purposes	<ul style="list-style-type: none"> <li>49. Understands the purpose of writing <ul style="list-style-type: none"> <li>I. Imitates act of writing in play</li> <li>II. Understands there is a way to write that conveys meaning</li> <li>III. Writes to convey meaning</li> </ul> </li> </ul>
<b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play	<ul style="list-style-type: none"> <li>48. Comprehends and interprets meaning from books and other texts <ul style="list-style-type: none"> <li>I. Imitates act of reading in play</li> <li>II. Compares and predicts story events; acts out main events of a familiar story</li> <li>III. Retells a story including many details and draws connections between story events</li> </ul> </li> </ul>
<b>LT18</b> Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers	<ul style="list-style-type: none"> <li>21. Uses tools for writing and drawing <ul style="list-style-type: none"> <li>I. Holds a marker or crayon with thumb and two fingers; makes simple strokes</li> <li>II. Makes several basic strokes or figures; draws some recognizable objects</li> <li>III. Copies and draws simple shapes, letters, and words including name</li> </ul> </li> <li>49. Understands the purpose of writing <ul style="list-style-type: none"> <li>I. Imitates act of writing in play</li> <li>II. Understands there is a way to write that conveys meaning</li> <li>III. Writes to convey meaning</li> </ul> </li> <li>50. Writes letters and words <ul style="list-style-type: none"> <li>I. Uses scribble writing and letter-like forms</li> <li>II. Writes recognizable letters, especially those in own name</li> <li>III. Uses letters that represent sounds in writing words</li> </ul> </li> </ul>
<b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name	<ul style="list-style-type: none"> <li>49. Understands the purpose of writing <ul style="list-style-type: none"> <li>I. Imitates act of writing in play</li> <li>II. Understands there is a way to write that conveys meaning</li> <li>III. Writes to convey meaning</li> </ul> </li> <li>50. Writes letters and words <ul style="list-style-type: none"> <li>I. Uses scribble writing and letter-like forms</li> <li>II. Writes recognizable letters, especially those in own name</li> <li>III. Uses letters that represent sounds in writing words</li> </ul> </li> </ul>
<b>LT20</b> Shows progress in associating the names of letters with their shapes and sounds	<ul style="list-style-type: none"> <li>46. Demonstrates knowledge of the alphabet <ul style="list-style-type: none"> <li>I. Recognizes and identifies a few letters by name</li> <li>II. Recognizes and names many letters</li> <li>III. Beginning to make letter-sound connections</li> </ul> </li> </ul>
<b>LT21</b> Increases in ability to notice the beginning letters in familiar words	<ul style="list-style-type: none"> <li>46. Demonstrates knowledge of the alphabet <ul style="list-style-type: none"> <li>I. Recognizes and identifies a few letters by name</li> <li>II. Recognizes and names many letters</li> <li>III. Beginning to make letter-sound connections</li> </ul> </li> </ul>
<b>LT22</b> Identifies at least 10 letters of the alphabet, especially those in their own	<ul style="list-style-type: none"> <li>46. Demonstrates knowledge of the alphabet <ul style="list-style-type: none"> <li>I. Recognizes and identifies a few letters by name</li> </ul> </li> </ul>

name	<ul style="list-style-type: none"> <li>II. Recognizes and names many letters</li> <li>III. Beginning to make letter-sound connections</li> </ul>
<b>LT23</b> Knows that letters of the alphabet are a special category of visual graphics that can be individually named	<ul style="list-style-type: none"> <li>46. Demonstrates knowledge of the alphabet</li> <li>I. Recognizes and identifies a few letters by name</li> <li>II. Recognizes and names many letters</li> <li>III. Beginning to make letter-sound connections</li> </ul>

<b>Mathematics</b>	
<b>M1</b> Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity	<ul style="list-style-type: none"> <li>34. Uses numbers and counting</li> <li>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</li> <li>II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)</li> <li>III. Counts to 10 or so connecting number words and symbols to the objects</li> </ul>
<b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways	<ul style="list-style-type: none"> <li>34. Uses numbers and counting</li> <li>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</li> <li>II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)</li> <li>III. Counts to 10 or so connecting number words and symbols to the objects</li> </ul>
<b>M3</b> Develops increasing ability to count in sequence to 10 and beyond	<ul style="list-style-type: none"> <li>34. Uses numbers and counting</li> <li>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</li> <li>II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)</li> <li>III. Counts to 10 or so connecting number words and symbols to the objects</li> </ul>
<b>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects	<ul style="list-style-type: none"> <li>33. Uses one-to-one correspondence</li> <li>I. Matches pairs of objects in one-to-one correspondence</li> <li>II. Places objects in one-to-one correspondence with another set</li> <li>III. Uses one-to-one correspondence as a way to compare two sets</li> </ul>
<b>M5</b> Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to	<ul style="list-style-type: none"> <li>28. Compares/measures</li> <li>I. Notices similarities and differences</li> <li>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</li> <li>III. Understands/uses measurement words and some standard measurement tools</li> </ul>
<b>M6</b> Develops increased abilities to combine, separate, and name "how many" concrete objects	<ul style="list-style-type: none"> <li>33. Uses one-to-one correspondence</li> <li>I. Matches pairs of objects in one-to-one correspondence</li> <li>II. Places objects in one-to-one correspondence with another set</li> <li>III. Uses one-to-one correspondence as a way to compare two sets</li> </ul> <ul style="list-style-type: none"> <li>34. Uses numbers and counting</li> <li>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</li> <li>II. Counts correctly up to 5 or so using one number for each object (may</li> </ul>

	not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects
<b>M7</b> Begins to recognize, describe, compare, and name common shapes, their parts, and attributes	27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason
<b>M8</b> Progresses in ability to put together and take apart shapes	27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason  28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
<b>M9</b> Begins to be able to determine whether or not two shapes are the same size and shape	28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
<b>M10</b> Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size	27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason  28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools  29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features
<b>M11</b> Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind	32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one's perspective
<b>M12</b> Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials	30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design

	III. Creates complex patterns of own design or by copying
<b>M13</b> Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size	<p>27. Classifies objects</p> <p>I. Sorts objects by one property such as size, shape, color, or use</p> <p>II. Sorts a group of objects by one property and then by another</p> <p>III. Sorts objects into groups/subgroups and can state reason</p> <p>28. Compares/measures</p> <p>I. Notices similarities and differences</p> <p>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</p> <p>III. Understands/uses measurement words and some standard measurement tools</p> <p>29. Arranges objects in a series</p> <p>I. Notices when one object in a series is out of place</p> <p>II. Figures out a logical order for a group of objects</p> <p>III. Through trial and error, arranges objects along a continuum according to two or more physical features</p>
<b>M14</b> Begins to make comparisons between several objects based on a single attribute	<p>27. Classifies objects</p> <p>I. Sorts objects by one property such as size, shape, color, or use</p> <p>II. Sorts a group of objects by one property and then by another</p> <p>III. Sorts objects into groups/subgroups and can state reason</p> <p>28. Compares/measures</p> <p>I. Notices similarities and differences</p> <p>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</p> <p>III. Understands/uses measurement words and some standard measurement tools</p> <p>29. Arranges objects in a series</p> <p>I. Notices when one object in a series is out of place</p> <p>II. Figures out a logical order for a group of objects</p> <p>III. Through trial and error, arranges objects along a continuum according to two or more physical features</p>
<b>M15</b> Shows progress in using standard and nonstandard measures	<p>28. Compares/measures</p> <p>I. Notices similarities and differences</p> <p>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</p> <p>III. Understands/uses measurement words and some standard measurement tools</p>

<b>Science</b>	
<b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships	<p>28. Compares/measures</p> <p>I. Notices similarities and differences</p> <p>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</p> <p>III. Understands/uses measurement words and some standard measurement tools</p>
<b>S2</b> Develops increased ability to	22. Observes objects and events with curiosity

<p>observe and discuss common properties, differences, and comparisons among objects and materials</p>	<p>I. Examines with attention to detail, noticing attributes of objects  II. Notices and/or asks questions about similarities and differences  III. Observes attentively and seeks relevant information</p> <p>28. Compares/measures  I. Notices similarities and differences  II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume  III. Understands/uses measurement words and some standard measurement tools</p>
<p><b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations</p>	<p>25. Explores cause and effect  I. Notices and comments on effect  II. Wonders “what will happen if” and tests out possibilities  III. Explains plans for testing cause and effect, and tries out ideas</p>
<p><b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts</p>	<p>25. Explores cause and effect  I. Notices and comments on effect  II. Wonders “what will happen if” and tests out possibilities  III. Explains plans for testing cause and effect, and tries out ideas</p>
<p><b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences</p>	<p>26. Applies knowledge or experience to a new context  I. Draws on everyday experiences and applies this knowledge to similar situations  II. Applies new information or vocabulary to an activity or interaction  III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p> <p>31. Shows awareness of time concepts and sequence  I. Demonstrates understanding of the present and may refer to past and future  II. Uses past and future tenses and time words appropriately  III. Associates events with time-related concepts</p> <p>32. Shows awareness of position in space  I. Shows comprehension of basic positional words and concepts  II. Understands and uses positional words correctly  III. Shows understanding that positional relationships vary with one’s perspective</p>
<p><b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes</p>	<p>22. Observes objects and events with curiosity  I. Examines with attention to detail, noticing attributes of objects  II. Notices and/or asks questions about similarities and differences  III. Observes attentively and seeks relevant information</p> <p>32. Shows awareness of position in space  I. Shows comprehension of basic positional words and concepts  II. Understands and uses positional words correctly  III. Shows understanding that positional relationships vary with one’s perspective</p>
<p><b>S7</b> Expands knowledge of and respect for their body and the environment</p>	<p>22. Observes objects and events with curiosity  I. Examines with attention to detail, noticing attributes of objects  II. Notices and/or asks questions about similarities and differences  III. Observes attentively and seeks relevant information</p>

<p><b>S8</b> Develops growing awareness of ideas and language related to attributes of time and temperature</p>	<p>31. Shows awareness of time concepts and sequence  I. Demonstrates understanding of the present and may refer to past and future  II. Uses past and future tenses and time words appropriately  III. Associates events with time-related concepts</p> <p>32. Shows awareness of position in space  I. Shows comprehension of basic positional words and concepts  II. Understands and uses positional words correctly  III. Shows understanding that positional relationships vary with one's perspective</p>
<p><b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships</p>	<p>25. Explores cause and effect  I. Notices and comments on effect  II. Wonders "what will happen if" and tests out possibilities  III. Explains plans for testing cause and effect, and tries out ideas</p>
<p><b>S10</b> Builds increasing knowledge of the environment and environmental changes through play</p>	<p>22. Observes objects and events with curiosity  I. Examines with attention to detail, noticing attributes of objects  II. Notices and/or asks questions about similarities and differences  III. Observes attentively and seeks relevant information</p>
<p><b>S11</b> Expands use and knowledge of various technologies</p>	

<p><b>Creative Expression</b></p>	
<p><b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances</p>	<p>35. Takes on pretend roles and situations  I. Performs and labels actions associated with a role  II. Offers a play theme and scenario  III. Engages in elaborate and sustained role play</p> <p>37. Makes and interprets representations  I. Draws or constructs and then names what it is  II. Draws or builds a construction that represents something specific  III. Plans then creates increasingly elaborate representations</p>
<p><b>CA2</b> Experiments with a variety of musical instruments</p>	<p>25. Explores cause and effect  I. Notices and comments on effect  II. Wonders "what will happen if" and tests out possibilities  III. Explains plans for testing cause and effect, and tries out ideas</p>
<p><b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation</p>	<p>20. Coordinates eye-hand movement  I. Performs simple manipulations  II. Performs simple manipulations with increasing control  III. Manipulates materials in a purposeful way, planning and attending to detail</p> <p>21. Uses tools for writing and drawing  I. Holds a marker or crayon with thumb and two fingers; makes simple strokes  II. Makes several basic strokes or figures; draws some recognizable objects  III. Copies and draws simple shapes, letters, and words including name</p>

<p><b>CA4</b> Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic</p>	<p>20. Coordinates eye-hand movement  I. Performs simple manipulations  II. Performs simple manipulations with increasing control  III. Manipulates materials in a purposeful way, planning and attending to detail</p> <p>21. Uses tools for writing and drawing  I. Holds a marker or crayon with thumb and two fingers; makes simple strokes  II. Makes several basic strokes or figures; draws some recognizable objects  III. Copies and draws simple shapes, letters, and words including name</p> <p>37. Makes and interprets representations  I. Draws or constructs and then names what it is  II. Draws or builds a construction that represents something specific  III. Plans then creates increasingly elaborate representations</p>
<p><b>CA5</b> Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects</p>	<p>24. Shows persistence in approaching tasks  I. Sees simple tasks through to completion  II. Continues to work on task even when encountering difficulties  III. Works on task over time, leaving and returning to complete it</p> <p>37. Makes and interprets representations  I. Draws or constructs and then names what it is  II. Draws or builds a construction that represents something specific  III. Plans then creates increasingly elaborate representations</p>
<p><b>CA6</b> Begins to understand and share opinions about artistic products and experiences</p>	<p>37. Makes and interprets representations  I. Draws or constructs and then names what it is  II. Draws or builds a construction that represents something specific  III. Plans then creates increasingly elaborate representations</p> <p>39. Expresses self using words and expanded sentences  I. Uses simple sentences (3–4 words) to express wants and needs  II. Uses longer sentences (5–6 words) to communicate  III. Uses more complex sentences to express ideas and feelings</p>
<p><b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others</p>	<p>11. Recognizes the feelings of others and responds appropriately  I. Is aware of other children’s feelings and often responds in a like manner  II. Shows increasing awareness that people may have different feelings about the same situation  III. Recognizes what another person might need or want</p>
<p><b>CA8</b> Exhibits growing sense of wonder, awe, and pleasure</p>	<p>22. Observes objects and events with curiosity  I. Examines with attention to detail, noticing attributes of objects  II. Notices and/or asks questions about similarities and differences  III. Observes attentively and seeks relevant information</p>
<p><b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles</p>	

<p><b>CA10</b> Shows growth in moving in time to different patterns of beat and rhythm in music</p>	
<p><b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex</p>	<p>35. Takes on pretend roles and situations  I. Performs and labels actions associated with a role  II. Offers a play theme and scenario  III. Engages in elaborate and sustained role play</p> <p>36. Makes believe with objects  I. Interacts appropriately with real objects or replicas in pretend play  II. Uses substitute object or gesture to represent real object  III. Uses make-believe props in planned and sustained play</p> <p>37. Makes and interprets representations  I. Draws or constructs and then names what it is  II. Draws or builds a construction that represents something specific  III. Plans then creates increasingly elaborate representations</p>
<p><b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations</p>	<p>35. Takes on pretend roles and situations  I. Performs and labels actions associated with a role  II. Offers a play theme and scenario  III. Engages in elaborate and sustained role play</p> <p>36. Makes believe with objects  I. Interacts appropriately with real objects or replicas in pretend play  II. Uses substitute object or gesture to represent real object  III. Uses make-believe props in planned and sustained play</p>

<p><b>Social and Emotional Development</b></p>	
<p><b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences</p>	<p>3. Recognizes own feelings and manages them appropriately  I. Identifies and labels own feelings  II. Is able to describe feelings and their causes  III. Is increasingly able to manage own feelings</p> <p>39. Expresses self using words and expanded sentences  I. Uses simple sentences (3–4 words) to express wants and needs  II. Uses longer sentences (5–6 words) to communicate  III. Uses more complex sentences to express ideas and feelings</p>
<p><b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks</p>	<p>5. Demonstrates self-direction and independence  I. Chooses and becomes involved in one activity out of several options  II. Completes multiple tasks in a project of own choosing with some adult assistance  III. Carves out and completes own task without adult assistance</p> <p>6. Takes responsibility for own well-being  I. Uses self-help skills with occasional reminders  II. Uses self-help skills and participates in chores without reminders  III. Understands the importance of self-help skills and their role in healthy living</p>
<p><b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses</p>	<p>1. Shows ability to adjust to new situations  I. Treats arrival and departure as routine parts of the day</p>

<p>pride in accomplishments</p>	<p>II. Accepts changes in daily schedules and routines  III. Functions with increasing independence in school</p> <p>3. Recognizes own feelings and manages them appropriately  I. Identifies and labels own feelings  II. Is able to describe feelings and their causes  III. Is increasingly able to manage own feelings</p>
<p><b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property</p>	<p>3. Recognizes own feelings and manages them appropriately  I. Identifies and labels own feelings  II. Is able to describe feelings and their causes  III. Is increasingly able to manage own feelings</p> <p>4. Stands up for rights  I. Physically or verbally asserts needs and desires  II. Asserts own needs and desires verbally without being aggressive  III. Takes action to avoid possible disputes over rights</p> <p>7. Respects and cares for classroom environment and materials  I. Uses materials in appropriate ways  II. Puts away used materials before starting another activity  III. Begins to take responsibility for care of the classroom environment</p> <p>11. Recognizes the feelings of others and responds appropriately  I. Is aware of other children's feelings and often responds in a like manner  II. Shows increasing awareness that people may have different feelings about the same situation  III. Recognizes what another person might need or want</p> <p>13. Uses thinking skills to resolve conflicts  I. Accepts compromise when suggested by peer or teacher  II. Suggests a solution to solve a problem; seeks adult assistance when needed  III. Engages in a process of negotiation to reach a compromise</p>
<p><b>SE5</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions</p>	<p>11. Recognizes the feelings of others and responds appropriately  I. Is aware of other children's feelings and often responds in a like manner  II. Shows increasing awareness that people may have different feelings about the same situation  III. Recognizes what another person might need or want</p> <p>12. Shares and respects the rights of others  I. With prompts, shares or takes turns with others  II. Shares toys or allows turn in response to another child's request  III. Shares and defends the rights of others to a turn</p> <p>13. Uses thinking skills to resolve conflicts  I. Accepts compromise when suggested by peer or teacher  II. Suggests a solution to solve a problem; seeks adult assistance when needed  III. Engages in a process of negotiation to reach a compromise</p>

<p><b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully</p>	<p>1. Shows ability to adjust to new situations  I. Treats arrival and departure as routine parts of the day  II. Accepts changes in daily schedules and routines  III. Functions with increasing independence in school</p> <p>6. Takes responsibility for own well-being  I. Uses self-help skills with occasional reminders  II. Uses self-help skills and participates in chores without reminders  III. Understands the importance of self-help skills and their role in healthy living</p> <p>8. Follows classroom routines  I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting  II. Understands and follows classroom procedures without prompting  III. Follows and understands the purpose of classroom procedures</p> <p>9. Follows classroom rules  I. Follows classroom rules with reminders  II. Understands and follows classroom rules without reminders  III. Follows and understands reasons for classroom rules</p>
<p><b>SE7</b> Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous</p>	<p>6. Takes responsibility for own well-being  I. Uses self-help skills with occasional reminders  II. Uses self-help skills and participates in chores without reminders  III. Understands the importance of self-help skills and their role in healthy living</p> <p>9. Follows classroom rules  I. Follows classroom rules with reminders  II. Understands and follows classroom rules without reminders  III. Follows and understands reasons for classroom rules</p>
<p><b>SE8</b> Progresses in ability to distinguish between intentional and unintentional acts of others</p>	<p>4. Stands up for rights  I. Physically or verbally asserts needs and desires  II. Asserts own needs and desires verbally without being aggressive  III. Takes action to avoid possible disputes over rights</p>
<p><b>SE9</b> Demonstrates increased ability to self-regulate behavior during transition times</p>	<p>1. Shows ability to adjust to new situations  I. Treats arrival and departure as routine parts of the day  II. Accepts changes in daily schedules and routines  III. Functions with increasing independence in school</p> <p>8. Follows classroom routines  I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting  II. Understands and follows classroom procedures without prompting  III. Follows and understands the purpose of classroom procedures</p>
<p><b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion</p>	<p>4. Stands up for rights  I. Physically or verbally asserts needs and desires  II. Asserts own needs and desires verbally without being aggressive  III. Takes action to avoid possible disputes over rights</p> <p>10. Plays well with other children</p>

	<p>I. Works/plays cooperatively with one other child  II. Successfully enters a group and plays cooperatively  III. Maintains an ongoing friendship with at least one other child</p> <p>11. Recognizes the feelings of others and responds appropriately  I. Is aware of other children's feelings and often responds in a like manner  II. Shows increasing awareness that people may have different feelings about the same situation  III. Recognizes what another person might need or want</p> <p>12. Shares and respects the rights of others  I. With prompts, shares or takes turns with others  II. Shares toys or allows turn in response to another child's request  III. Shares and defends the rights of others to a turn</p>
<b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers	<p>3. Recognizes own feelings and manages them appropriately  I. Identifies and labels own feelings  II. Is able to describe feelings and their causes  III. Is increasingly able to manage own feelings</p> <p>4. Stands up for rights  I. Physically or verbally asserts needs and desires  II. Asserts own needs and desires verbally without being aggressive  III. Takes action to avoid possible disputes over rights</p> <p>13. Uses thinking skills to resolve conflicts  I. Accepts compromise when suggested by peer or teacher  II. Suggests a solution to solve a problem; seeks adult assistance when needed  III. Engages in a process of negotiation to reach a compromise</p>
<b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive	<p>12. Shares and respects the rights of others  I. With prompts, shares or takes turns with others  II. Shares toys or allows turn in response to another child's request  III. Shares and defends the rights of others to a turn</p>
<b>SE13</b> Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment	<p>7. Respects and cares for classroom environment and materials  I. Uses materials in appropriate ways  II. Puts away used materials before starting another activity  III. Begins to take responsibility for care of the classroom environment</p>
<b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults	<p>2. Demonstrates appropriate trust in adults  I. Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy  II. Regards parents and teachers as resources and positive role models  III. Knows the difference between adults who can help and those who may not</p>
<b>SE15</b> Shows progress in developing friendships with peers	<p>10. Plays well with other children  I. Works/plays cooperatively with one other child  II. Successfully enters a group and plays cooperatively  III. Maintains an ongoing friendship with at least one other child</p>
<b>SE16</b> Progresses in responding	<p>11. Recognizes the feelings of others and responds appropriately</p>

sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others	<p>I. Is aware of other children's feelings and often responds in a like manner</p> <p>II. Shows increasing awareness that people may have different feelings about the same situation</p> <p>III. Recognizes what another person might need or want</p>
<b>SE17</b> Develops ability to identify personal characteristics, including gender, and family composition	<p>27. Classifies objects</p> <p>I. Sorts objects by one property such as size, shape, color, or use</p> <p>II. Sorts a group of objects by one property and then by another</p> <p>III. Sorts objects into groups/subgroups and can state reason</p> <p>28. Compares/measures</p> <p>I. Notices similarities and differences</p> <p>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</p> <p>III. Understands/uses measurement words and some standard measurement tools</p>
<b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures	<p>11. Recognizes the feelings of others and responds appropriately</p> <p>I. Is aware of other children's feelings and often responds in a like manner</p> <p>II. Shows increasing awareness that people may have different feelings about the same situation</p> <p>III. Recognizes what another person might need or want</p> <p>28. Compares/measures</p> <p>I. Notices similarities and differences</p> <p>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</p> <p>III. Understands/uses measurement words and some standard measurement tools</p>
<b>SE19</b> Develops growing awareness of jobs and what is required to perform them	
<b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community	
<b>SE21</b> Increases ability to observe and identify changes in themselves and their families over time	<p>31. Shows awareness of time concepts and sequence</p> <p>I. Demonstrates understanding of the present and may refer to past and future</p> <p>II. Uses past and future tenses and time words appropriately</p> <p>III. Associates events with time-related concepts</p>
<b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community	

<b>Approaches to Learning</b>	
<b>ATL1</b> Chooses to participate in an	5. Demonstrates self-direction and independence

increasing variety of tasks and activities	<p>I. Chooses and becomes involved in one activity out of several options</p> <p>II. Completes multiple tasks in a project of own choosing with some adult assistance</p> <p>III. Carves out and completes own task without adult assistance</p>
<b>ATL2</b> Develops increased ability to make independent choices	<p>5. Demonstrates self-direction and independence</p> <p>I. Chooses and becomes involved in one activity out of several options</p> <p>II. Completes multiple tasks in a project of own choosing with some adult assistance</p> <p>III. Carves out and completes own task without adult assistance</p>
<b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness	<p>5. Demonstrates self-direction and independence</p> <p>I. Chooses and becomes involved in one activity out of several options</p> <p>II. Completes multiple tasks in a project of own choosing with some adult assistance</p> <p>III. Carves out and completes own task without adult assistance</p> <p>23. Approaches problems flexibly</p> <p>I. Finds multiple uses for classroom objects</p> <p>II. Experiments with materials in new ways when first way doesn't work</p> <p>III. Finds alternative solutions to problems</p>
<b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks	<p>22. Observes objects and events with curiosity</p> <p>I. Examines with attention to detail, noticing attributes of objects</p> <p>II. Notices and/or asks questions about similarities and differences</p> <p>III. Observes attentively and seeks relevant information</p> <p>41. Answers questions</p> <p>I. Answers simple questions with one or two words</p> <p>II. Answers questions with a complete thought</p> <p>III. Answers questions with details</p> <p>42. Asks questions</p> <p>I. Asks simple questions</p> <p>II. Asks questions to further understanding</p> <p>III. Asks increasingly complex questions to further own understanding</p>
<b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences	<p>24. Shows persistence in approaching tasks</p> <p>I. Sees simple tasks through to completion</p> <p>II. Continues to work on task even when encountering difficulties</p> <p>III. Works on task over time, leaving and returning to complete it</p>
<b>ATL6</b> Demonstrates increasing ability to set goals and develop and follow through on plans	<p>23. Approaches problems flexibly</p> <p>I. Finds multiple uses for classroom objects</p> <p>II. Experiments with materials in new ways when first way doesn't work</p> <p>III. Finds alternative solutions to problems</p> <p>24. Shows persistence in approaching tasks</p> <p>I. Sees simple tasks through to completion</p> <p>II. Continues to work on task even when encountering difficulties</p> <p>III. Works on task over time, leaving and returning to complete it</p>
<b>ATL7</b> Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and	<p>22. Observes objects and events with curiosity</p> <p>I. Examines with attention to detail, noticing attributes of objects</p> <p>II. Notices and/or asks questions about similarities and differences</p> <p>III. Observes attentively and seeks relevant information</p>

interruptions	<p>24. Shows persistence in approaching tasks</p> <p>I. Sees simple tasks through to completion</p> <p>II. Continues to work on task even when encountering difficulties</p> <p>III. Works on task over time, leaving and returning to complete it</p>
<b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information	<p>22. Observes objects and events with curiosity</p> <p>I. Examines with attention to detail, noticing attributes of objects</p> <p>II. Notices and/or asks questions about similarities and differences</p> <p>III. Observes attentively and seeks relevant information</p> <p>23. Approaches problems flexibly</p> <p>I. Finds multiple uses for classroom objects</p> <p>II. Experiments with materials in new ways when first way doesn't work</p> <p>III. Finds alternative solutions to problems</p>
<b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem	<p>23. Approaches problems flexibly</p> <p>I. Finds multiple uses for classroom objects</p> <p>II. Experiments with materials in new ways when first way doesn't work</p> <p>III. Finds alternative solutions to problems</p>
<b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults	<p>23. Approaches problems flexibly</p> <p>I. Finds multiple uses for classroom objects</p> <p>II. Experiments with materials in new ways when first way doesn't work</p> <p>III. Finds alternative solutions to problems</p>
<b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences	<p>27. Classifies objects</p> <p>I. Sorts objects by one property such as size, shape, color, or use</p> <p>II. Sorts a group of objects by one property and then by another</p> <p>III. Sorts objects into groups/subgroups and can state reason</p> <p>28. Compares/measures</p> <p>I. Notices similarities and differences</p> <p>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</p> <p>III. Understands/uses measurement words and some standard measurement tools</p>

<b>Physical Health and Development</b>	
<b>PHD1</b> Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer	<p>19. Controls small muscles in hands</p> <p>I. Manipulates objects with hands</p> <p>II. Manipulates smaller objects with increasing control</p> <p>III. Manipulates a variety of objects requiring increased coordination</p> <p>20. Coordinates eye-hand movement</p> <p>I. Performs simple manipulations</p> <p>II. Performs simple manipulations with increasing control</p> <p>III. Manipulates materials in a purposeful way, planning and attending to detail</p>
<b>PHD2</b> Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and	<p>19. Controls small muscles in hands</p> <p>I. Manipulates objects with hands</p> <p>II. Manipulates smaller objects with increasing control</p>

patterns, stringing beads, and using scissors	<p>III. Manipulates a variety of objects requiring increased coordination</p> <p>20. Coordinates eye-hand movement</p> <p>I. Performs simple manipulations</p> <p>II. Performs simple manipulations with increasing control</p> <p>III. Manipulates materials in a purposeful way, planning and attending to detail</p>
<b>PHD3</b> Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paintbrushes, and various types of technology	<p>21. Uses tools for writing and drawing</p> <p>I. Holds a marker or crayon with thumb and two fingers; makes simple strokes</p> <p>II. Makes several basic strokes or figures; draws some recognizable objects</p> <p>III. Copies and draws simple shapes, letters, and words including name</p>
<b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping	<p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <p>I. Moves with direction and beginning coordination</p> <p>II. Moves with direction and increasing coordination</p> <p>III. Moves with direction and refined coordination</p> <p>15. Shows balance while moving</p> <p>I. Attempts to walk along a line, stepping off occasionally</p> <p>II. Walks along wide beam such as edge of sandbox</p> <p>III. Walks forward easily, and backward with effort, along a wide beam</p> <p>16. Climbs up and down</p> <p>I. Climbs a short, wide ladder</p> <p>II. Climbs up and down stairs and ladders, and around obstacles</p> <p>III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards</p> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <p>I. Pedals in forward direction, steering around wide corners</p> <p>II. Pedals and steers around obstacles and sharp corners</p> <p>III. Rides with speed and control</p>
<b>PHD5</b> Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing	<p>18. Demonstrates throwing, kicking, and catching skills</p> <p>I. Throws, catches, and kicks objects with somewhat awkward movements</p> <p>II. Throws, catches, and kicks with increasing control</p> <p>III. Throws and kicks at target and catches with increasing accuracy</p>
<b>PHD6</b> Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate	<p>16. Climbs up and down</p> <p>I. Climbs a short, wide ladder</p> <p>II. Climbs up and down stairs and ladders, and around obstacles</p> <p>III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards</p>
<b>PHD7</b> Progresses in physical growth, strength, stamina, and flexibility	<p>16. Climbs up and down</p> <p>I. Climbs a short, wide ladder</p> <p>II. Climbs up and down stairs and ladders, and around obstacles</p> <p>III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards</p>
<b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness	<p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <p>I. Moves with direction and beginning coordination</p> <p>II. Moves with direction and increasing coordination</p>

	<p>III. Moves with direction and refined coordination</p> <p>16. Climbs up and down  I. Climbs a short, wide ladder  II. Climbs up and down stairs and ladders, and around obstacles  III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards</p> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)  I. Pedals in forward direction, steering around wide corners  II. Pedals and steers around obstacles and sharp corners  III. Rides with speed and control</p>
<p><b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting</p>	<p>6. Takes responsibility for own well-being  I. Uses self-help skills with occasional reminders  II. Uses self-help skills and participates in chores without reminders  III. Understands the importance of self-help skills and their role in healthy living</p>
<p><b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities</p>	<p>9. Follows classroom rules  I. Follows classroom rules with reminders  II. Understands and follows classroom rules without reminders  III. Follows and understands reasons for classroom rules</p> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)  I. Pedals in forward direction, steering around wide corners  II. Pedals and steers around obstacles and sharp corners  III. Rides with speed and control</p> <p>26. Applies knowledge or experience to a new context  I. Draws on everyday experiences and applies this knowledge to similar situations  II. Applies new information or vocabulary to an activity or interaction  III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>
<p><b>PHD11</b> Develops increasing ability to use senses including aids and assistive technology as needed</p>	