

**Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others?**

		Ages	Birth to Nine Months	Nine Months to Eighteen Months	Eighteen to Twenty-Four Months	Twenty-Four to Thirty Months	Thirty Months to Three Years	Three Years
		CONSTRUCTS	We Know That Infants, Toddlers, and Young Preschoolers are Making Progress When They:					
<b>STRANDS</b>	<b>Self-Concept and Social Identity</b>	<b>Self-esteem</b>	Smile or are comforted when a trusted caregiver speaks kindly to them	Show likes and dislikes in ways that are consistent with the family's cultural expectations (E.g. Brady vocalizes pleasure while playing, but cries while having a diaper changed.)	Show awareness of being seen by others such as repeating an action when someone is watching (E.g. Whenever she sees a camera, Ruby smiles and poses.)	Show delight in their abilities	Call attention to themselves in photographs or videos	Draw adult's attention to their actions and creations (E.g. On the playground Luna keeps telling her father, "Watch me, watch me!")
		<b>Self-confidence</b>	Smile and laugh when imitating an adult (E.g. 8-month-old Ashton smiles when he imitates his teacher clapping.)	Take actions in the expectation of getting a response from an adult (E.g. 11-month-old Carolyn lifts her arms up knowing that her caregiver will pick her up.)	Show more awareness of their abilities	Perform the tasks requested of them and may initiate tasks on their own (E.g. Kyle's nana spoons food onto his plate and Kyle says, "Me do it!" and reaches for the spoon.)	Show independence and competence	Begin to experiment with their own potential and show confidence in their own abilities
		<b>Social identity</b>	By 9 months, recognize that they are separate and distinct from primary caregivers (E.g. 8-month-old Taniesha cries whenever her mother leaves the room.)	Show preference for their family members and primary caregivers	Mimic adult behavior and responses to other people	Point out or comment on differences in gender and physical characteristics, using social labels (E.g. Eddie points to each classmate and labels each as "boy" or "girl.")	Identify or point to characters that resemble themselves or their family members in books or magazines	Continue to develop awareness of differences and their own gender and cultural identity (E.g. Delia says to her teacher, "I'm a girl, so I can be a mommy someday.")
	<b>Attachment</b>	<b>Relationships with primary caregivers</b>	Demonstrate interest in familiar adults and develop strong attachment to primary caregivers	Rely on trusted adults to feel secure trying new activities	Continue to need the security of a trusted adult; ask for help, if needed, in verbal and non-verbal ways	Imitate and attempt to please familiar adults (E.g. Rylee joins in singing when her caregiver sings a silly song with her.)	Continue to need adult approval and validation but show more competence	Respond appropriately to social and emotional cues of adults
		<b>Relationships with less familiar adults</b>	Are able, over time, to differentiate between familiar and unfamiliar adults	Show strong preference for familiar adults and may demonstrate fear or rejection responses to unfamiliar adults	Continue to show hesitation around unfamiliar adults (E.g. Billie hides behind his father when the store clerk says "hi" to him.)	Dependent on experience, may show more interest in unfamiliar adults, but are still cautious	Are more comfortable around unfamiliar adults	May initiate contact with unfamiliar adults, when familiar adults are nearby

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		<b>CONSTRUCTS</b>	<b>We Know That Infants, Toddlers, and Young Preschoolers are Making Progress When They:</b>					
<b>STRANDS</b>	<b>Social Competence</b>	<b>Relationships and social skills with peers</b>	Demonstrate increasing awareness of other children (E.g. While lying on a blanket close to her, Carlos reaches for Becca’s arm.)	Show interest in other children	Play alongside other children, with or without acknowledging their presence	Engage in brief or momentary interactions with other children, but may need adult support (E.g. Siddarth yells, “Run, run,” to several other children on the playground.)	Begin to play cooperatively for brief periods with other children	Play cooperatively with other children and show preference for some children over others (E.g. Jose and Chris are playing together. When Martin comes over, Chris says, “No, go away.”)
		<b>Recognition of others’ feelings</b>	May cry when another baby cries	Show awareness in other people’s emotions	Demonstrate interest in the feelings of another child	May try to comfort children who are distressed (E.g. Filomena gives her teddy bear to Ellen, who is crying.)	Begin to display empathy towards other children	Begin to label others’ feelings and recognize reasons for those feelings
		<b>Behavioral regulation</b>	Calm themselves (E.g. 9-month-old Vinod babbles in his crib until his father comes to get him up from his nap.)	Need adult support to regulate physical expressions of emotions (E.g. Marigold pulls another baby’s hair until the teacher takes her hand and shows her how to pat the baby gently.)	With guidance, demonstrate they can use some classroom materials appropriately (E.g. The teacher shows her toddlers how to handle books gently and Clara turns the pages carefully.)	With adult guidance, can begin to tone down aggressive behaviors.	Show increased self-regulation and awareness of how their actions affect others	Follow classroom rules and routines with guidance
	<b>Emotional Competence</b>	<b>Emotional expression</b>	Express enjoyment and unhappiness in their environment	Begin to express a variety of feelings through vocalizations, facial expressions, and body movements	May express their feelings strongly including extended episodes and may not be easily distracted	Share their feelings through talking and pretend play	Verbally relate their needs, wants, and feelings to others	Express their feelings verbally with greater frequency
		<b>Emotional regulation</b>	By 9 months, stop crying when their needs are met or they expect their needs to be met	Follow their caregiver to keep him/her in sight	Use comfort objects or certain behaviors to calm themselves (E.g. Finn finds and holds his blanket to calm himself.)	Have difficulty regulating strong feelings	Begin using words to describe their feelings while still expressing strong emotions	Begin to respond to an adult’s cues about regulating their emotions (E.g. At drop-off time, Sage begins to control his crying when his teacher says, “I know you’re sad, would you like to see what your friends are doing?”)

<b>Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others?</b>			
<b>CONSTRUCTS</b>		<b>We Know That Four- and Five-Year-Olds are Making Progress When They:</b>	<b>NH Kindergarten Readiness Indicators Domain 3 – Science &amp; Social Studies Domain 5 – Social &amp; Emotional Development</b>
<b>STRANDS</b>	<b>Self-Concept and Social Identity</b>	<b>Self-esteem</b>	<ul style="list-style-type: none"> <li>Continue to seek adult attention and recognition of what they know and can do</li> <li>Boast about what they know and can do (<i>E.g. Quinn says, “I am really good at drawing rainbows.”</i>)</li> </ul>
		<b>Self-confidence</b>	<ul style="list-style-type: none"> <li>Are confident, self-directed, purposeful and inventive in play</li> </ul>
		<b>Social identity*</b>	<ul style="list-style-type: none"> <li>Notice differences and make comparisons between their physical characteristics and others’ and the way things are done in different settings (<i>E.g. Consuela says “My abuela talks Spanish and my grandma talks English.”</i>)</li> <li>Express or describe their own characteristics and preferences (<i>E.g. Jacob only chooses brown sweatpants when clothes shopping with his mother.</i>)</li> </ul>
	<b>Attachment</b>	<b>Relationships with primary caregivers and less familiar adults</b>	<ul style="list-style-type: none"> <li>Interact easily with familiar adults, but may be hesitant to approach or respond to less familiar adults</li> <li>Seek adult help when needed for emotional support, physical assistance, social interaction, and approval</li> <li>Imitate familiar adults in culturally appropriate ways in everyday situations</li> </ul>

\*When they experience anti-bias teaching and environments, 4- and 5- year olds may exhibit the following:

- Demonstrate positive feelings about one’s social identity and physical features along with interest in and acceptance of differences in others
- Recognize fair and unfair attitudes and behavior towards people because of physical appearance, gender, or other social group membership

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<b>STRANDS</b>	<b>Social Competence</b>	<b>Relationships and social skills with peers</b>	<ul style="list-style-type: none"> <li>Approach others with expectations of positive interactions</li> <li>Build skills needed to participate successfully as a member of a group, such as taking turns</li> <li>Sustain interaction by cooperating, helping, sharing, and expressing interest, though they may need adult guidance</li> <li>Develop friendships, sometimes based on shared interests or characteristics</li> </ul>	<b>Domain 5: Element A – Establishes and sustains positive relationships</b> 3. Accepts peers in the classroom, 4. Initiates, joins and sustains positive interactions with individuals or groups of children
		<b>Recognition and understanding of others' feelings</b>	<ul style="list-style-type: none"> <li>Begin to understand the reasons for others' emotions and respond appropriately (E.g. Audrey says to a friend who is upset over not getting the toy she wanted during play, "You'll get to play with it next time.")</li> </ul>	<b>Domain 5: Element A – Establishes and sustains positive relationships</b> 2. Responds to emotional cues; shows empathy
		<b>Behavioral regulation</b>	<ul style="list-style-type: none"> <li>Begin to be able to stop undesirable behaviors on their own or with a gentle reminder (E.g. Xavier starts to grab Zach's car, but stops himself and asks, "Can I use that when you're done?")</li> </ul>	<b>Domain 5: Element B – Self-regulation and confidence</b> 1. Regulates own emotions and behaviors
	<b>Emotional Competence</b>	<b>Emotional expression</b>	<ul style="list-style-type: none"> <li>Demonstrate increasing competencies in recognizing and describing their own emotions</li> <li>Explore emotions in various ways (through play, art, music, and dance)</li> </ul>	
		<b>Emotional Regulation</b>	<ul style="list-style-type: none"> <li>May still have difficulty regulating strong emotions</li> <li>Increasingly use words instead of actions to express their emotions</li> </ul>	<b>Domain 5: Element B – Self-regulation and confidence</b> 1. Regulates own emotions and behaviors

**LANGUAGE DEVELOPMENT AND EMERGENT LITERACY**

**Language Development – How Do Young Children Develop Understandings of Language and Use it to Communicate with Others?**

Ages	Birth to Nine Months	Nine Months to Eighteen Months	Eighteen to Twenty-Four Months	Twenty-Four to Thirty Months	Thirty Months to Three Years	Three Years
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**CONSTRUCTS**

**We Know That Infants, Toddlers, and Young Preschoolers are Making Progress When They:**

<b>STRANDS</b>	<b>Listening Comprehension</b>	<b>Receptive verbal communication</b>	Show interest in the speech of others and prefer familiar voices	Demonstrate their understanding of others’ speech through their actions, such as responding physically to simple requests (E.g. Joshua, 15 months, smiles when his father says, “Smile at Daddy.”)	May show by their actions understanding of simple statements (E.g. Blaine sits down at the table when his teacher says, “It’s time to eat.”)	Show by their actions that they understand simple one-step directions (E.g. When her teacher says, “Put on your coat,” Doretta picks up her coat and puts her hand in the sleeve.)	Respond to simple questions	Show awareness of others’ comments or statements that have to do with them (E.g. Milo shouts, “Don’t want to go to the doctor!” after overhearing his parents talk about his illness.)
	<b>Non-Verbal Communication</b>	<b>Non-verbal communication</b>	Use various sounds and movements to communicate	Communicate using consistent sounds, gestures, and facial expressions	Understand others’ nonverbal symbolic cues such as nodding for yes or shaking head for no	Use gestures to augment what they are trying to communicate with words (E.g. Destiny shakes her head emphatically as she says, “No, no, no.”)	Begin to understand other children’s nonverbal social cues	Notice other children’s body language and try to interpret it
	<b>Communication Concepts</b>	<b>Pragmatics and social language</b>	Use sounds to get adult attention and to engage adults	Begin to use single words to communicate	Convey a variety of meanings through simple vocabulary (E.g. Jeff says “milk,” which can mean, “I want milk,” “I’m finished drinking milk,” or “I spilled my milk.”)	Use language for a variety of functions	Can participate in simple conversational exchanges, usually with adults	Begin to understand the rules for communication in different situations (E.g. Charlie whispers when dad explains that he needs to use a quiet voice when visiting grandpa in the hospital.)
	<b>Verbal Expressions</b>	<b>Vocabulary development</b>	At this age children are not communicating with words	Produce their first word and may have a vocabulary of up to 15 words	Combine two words to express wants or needs (E.g. As Harper walks to the car she says, “Car go.”)	Demonstrate a burst of new vocabulary words, which they may or may not use correctly	Correctly use a growing number of vocabulary words and show interest in new words (E.g. Liam knows that fast, quick, and speedy mean the same thing.)	Continue to build their vocabulary including more descriptive words
		<b>Expressive language or speaking</b>	Begin vocalizing using a variety of sounds (E.g. Stan uses different types of cries to communicate different needs.)	Move from imitating single words to beginning to use single words to communicate	Begin to use words to communicate and may combine two to three words to form short phrases or sentences	Use words and some common rules of speech to express their ideas and thoughts (E.g. Margie exclaims, “I climbed up stairs!”)	Use more connecting words, such as “and” or “then”	Can relate a simple story (E.g. When asked about her day, Rhianna says, “I went out on the playground and it was so icy and I fell and I cried and cried and my teacher helped me.”)

**LANGUAGE DEVELOPMENT AND EMERGENT LITERACY**

**Language Development – How Do Young Children Develop Understandings of Language and Use it to Communicate with Others?**

		<b>CONSTRUCTS</b>	<b>We Know That Four- and Five-Year-Olds are Making Progress When They:</b>	<b>NH Kindergarten Readiness Indicators Domain 1 – Language Arts &amp; Literacy</b>
<b>STRANDS</b>	<b>Listening Comprehension</b>	<b>Receptive verbal communication</b>	<ul style="list-style-type: none"> <li>Listen with understanding to stories, directions, and conversations</li> <li>Follow instructions that include a two or three step sequence of actions such as setting up a game or following a recipe</li> </ul>	<b>Domain 1: Element A – Listens to and understands increasingly complex language</b> 1. Comprehends language 2. Responds appropriately to complex statements, questions, vocabulary, and stories 3. Follows detailed, instructional, multi-step (2-3) directions
	<b>Non-Verbal Communication</b>	<b>Non-verbal communication</b>	<ul style="list-style-type: none"> <li>Understand non-verbal cues</li> <li>Communicate needs, wants, or thoughts using nonverbal gestures, actions, or expressions (E.g. 5-year-old Devin points to the block area when he is asked what he wants to do next.)</li> </ul>	
	<b>Communication Concepts</b>	<b>Pragmatics and social language</b>	<ul style="list-style-type: none"> <li>Use language according to rules appropriate for the cultural context (may need adult help in recognizing appropriate cultural context) (E.g. 4-year-old Savannah asks her peer, “Can I please have the purple crayon?”)</li> <li>With adult support, can take turns in conversations and group discussions</li> </ul>	<b>Domain 1: Element C – Uses appropriate conversational and other communication skills</b> 1. Engages in conversations with multiple exchanges 2. Uses acceptable language and social rules while communicating with others; may need reminders
	<b>Verbal Expressions</b>	<b>Vocabulary development</b>	<ul style="list-style-type: none"> <li>Use increasingly complex and varied vocabulary and language</li> <li>Use words and phrases learned through conversations and being read to (E.g. 4-year-old Hazel says, “The end”, when she finishes her snack.)</li> </ul>	<b>Domain 1: Element B – Uses language to express thoughts and needs</b> 1. Describes and tells the use of many familiar items 3. Uses complete, four-to-six word sentences
		<b>Expressive language or speaking, and meaning and linguistic concepts</b>	<ul style="list-style-type: none"> <li>Speak clearly enough to be understood</li> <li>Use language for a variety of purposes, including communicating information (E.g. 5-year-old Sean shows his friends his new race car and they ask him questions about it and tell him stories about theirs.)</li> <li>Ask questions and initiate and respond in conversations with others</li> <li>Tell stories with multiple characters and events</li> </ul>	<b>Domain 1: Element B – Uses language to express thoughts and needs</b> 2. Speaks clearly enough to be understood without contextual clues (is understood by most people; may mispronounce new, long, or unusual words) 3. Uses complete, four- to six-word sentences 4. Tells about another time or place

**LANGUAGE DEVELOPMENT AND EMERGENT LITERACY**

**Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World?**

Ages	Birth to Nine Months	Nine Months to Eighteen Months	Eighteen to Twenty-Four Months	Twenty-Four to Thirty Months	Thirty Months to Three Years	Three Years
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**CONSTRUCTS**

**We Know That Infants, Toddlers, and Young Preschoolers are Making Progress When They:**

STRANDS	Emergent Reading	Participation in language and literacy activities*	Focus on picture books while an adult is reading to them (E.g. 6-month-old Alisha sits on her mother's lap and looks and pats her hand on the book that her mother is reading.)	Enjoy being read to and may seek opportunities to be read to and to interact with books	May show preferences for specific books and turn pages at the appropriate time with adult assistance	While being read to, point to and comment on illustrations and repeat or anticipate familiar words or phrases in the text	Enjoy being read to and looking at books independently; May say familiar words and phrases while looking at the appropriate page (E.g. Kali, 33 months, sings along to the repetitious book, <i>Brown Bear, Brown Bear, as her teacher reads it to her.</i> )	May describe what's happening in the pictures while turning the pages in a familiar book
		Narrative and story sense*	Look at the face of an adult describing the sequence of what will happen next (E.g. 5-month-old Nate stares intently at his father's face when he describes how he will change Nate's diaper.)	Participate in book reading activities (E.g. Brandon, 15 months, makes a shhh sound and puts his finger on his lips at the appropriate time when reading <i>The Napping House.</i> )	Can recognize that a story is beginning from a clue such as 'Once upon a time'	May relay or retell simple stories	Can react to dramatic elements of a story and may respond with predictions when asked, "What will happen next?" (E.g. Addison, 33 months, is able to predict what is hidden under the flap on a page of a familiar book.)	Relate or retell stories with more parts
		Comprehension and interpretation*	Enjoy hearing a book being read and looking at the pictures, but do not understand the sequence of the story	May focus on certain elements in the illustrations, but often skip pages or focus on a particular page	Point to and vocalize about an illustration or imitate an action seen in a picture (E.g. 18-month-old Angelique imitates the jumping action of the frog when being read, <i>Jump Frog Jump.</i> )	Identify with a particular character or scene (E.g. When listening to the book, <i>Where's My Teddy Said Eddie, Zaviel, 25 months, makes a scared face, identifying with the little boy in the woods.</i> )	Ask for familiar books to be read in exactly the same way each time and know when sections are being skipped	Can ask and answer simple questions about the story
		Interest in and appreciation of reading*	Show enjoyment at being read to through vocalizing, eye contact, and movement (E.g. 8-month-old Sophia squeals in delight when her mother reads <i>Ten Little Fingers and Ten Little Toes.</i> )	Bring a book to an adult to be read to and/or respond positively to an adult's offer to read	Name and/or ask for favorite book and may show preference for books on certain topics	May ask an adult to read the same book repeatedly	Ask for familiar books to be read in exactly the same way each time and know when sections are being skipped	Say what they like about a favorite book

\*Achieving milestones in emergent literacy development is dependent on the extent of the child's exposure to books and print.

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**We Know That Infants, Toddlers, and Young Preschoolers are Making Progress When They:**

<b>STRANDS</b>	<b>Emergent Reading</b>	<b>Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables, and words)*</b>	Respond to sounds and words heard often	Recognize and react to the sounds of language and can discriminate between non-speech environmental sounds (E.g. Jamie continues playing when he hears the refrigerator door open, but stops when he hears a jar being opened.)	Enjoy chants and songs and books that rhyme	Enjoy chants and songs and books that rhyme	Participate in chants and songs and books that rhyme	Enjoy playing with the sounds of language (E.g. Claire laughs loudly when her friend calls her Clairey Berry.)
		<b>Book awareness*</b>	Treat books as any other object by exploring with hands and mouth (E.g. 5-month-old Colby grabs a board book and puts it to his mouth to chew on it.)	Look at pictures in books, but often treat books like other toys and objects in the environment	Hold the book properly and turn pages, sometimes several at a time	Can identify the front of the book and use clues on the cover to select a book (E.g. Using the cover of the book as a clue, Charna, 28 months, picks up <i>The Itsy Bitsy Spider</i> and says to her mother, "Spider book.")	Can turn the book to the first page for an adult to begin reading and close the book and say, "The end"	Understand proper handling of books to avoid damage and help repair books, with adult support
	<b>Emergent Writing</b>	<b>Print and alphabet awareness*</b>	Note: Children at this age are not aware of print as being distinct from anything else in their environment.	May begin to recognize that labels convey meaning (E.g. Jared sees a box of cheerios and says, "Oh, Oh!")	Can show awareness of and recognize some print in the environment	Recognize that print and numerals are symbols that convey meaning (E.g. Colin, age 2, points to the bottom of his painting on his classroom wall and says, "There's my name.")	Point to print and ask, "What does that say?" or ask someone to write for them	Begin to recognize their own name and may notice words that start with the same letter as their own name
		<b>Interest in and emergent writing*</b>	Note: Children at this age are not aware of writing.	Use writing tools (crayons, markers, pens) and notice that they can make marks with these utensils	Gain more control over the kinds of marks they make (lines vs. circular marks)	Scribble and draw and see these as the same	Use their increased fine motor control to control the size and shape of their scribbles	Begin to differentiate between drawing and writing, and their scribbles may look more like writing (E.g. After painting a picture, 3-year-old Isaiah makes a series of vertical lines, representing his name.)

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CONSTRUCTS		We Know That Four- and Five-Year-Olds are Making Progress When They:	NH Kindergarten Readiness Indicators Domain 1 – Language Arts & Literacy	
<b>STRANDS</b>	<b>Emergent Reading</b>	<b>Participation in language and literacy activities*</b>	<ul style="list-style-type: none"> <li>Learn new information from books being read to them</li> <li>Ask for a story to be read and respond to stories told or read aloud</li> <li>Respond to adult questions about a book or story</li> <li>Ask questions about a book or story</li> <li>Make connections between a book or story to personal experiences (E.g. Irena points to a picture of a dog and says, “I have a dog like this, only bigger and my dog never chews shoes”.)</li> </ul>	<p><b>Domain 1: Element E – Comprehends and responds to books and other texts</b></p> <p>1. During read-alouds and book conversations interacts in a way that relates to the story</p>
	<b>Narrative and story sense*</b>	<ul style="list-style-type: none"> <li>Guess what will happen next in a story using pictures as a guide</li> <li>Tell their own stories</li> </ul>	<p><b>Domain 1: Element E – Comprehends and responds to books and other texts</b></p> <p>4. Retells a familiar story in proper sequence, including major events and characters</p>	
	<b>Comprehension and interpretation*</b>	<ul style="list-style-type: none"> <li>Represent stories told or read aloud through a variety of media or in play</li> <li>Use their own words to retell a simple familiar story while looking at a book</li> <li>Retell information from a book (E.g. 5 year old Mac tells his Papa that <i>Tyrannosaurus Rex runs as fast as a horse.</i>)</li> </ul>	<p><b>Domain 1: Element E – Comprehends and responds to books and other texts</b></p> <p>1. During read-alouds and book conversations interacts in a way that relates to the story</p> <p>2. Begins to identify and recall story-related problems, events, and resolutions with guidance from an adult</p> <p>3. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</p>	
	<b>Interest in and appreciation of reading*</b>	<ul style="list-style-type: none"> <li>Select favorite books, authors, or illustrators</li> <li>Request or respond to informational books on favorite topics</li> </ul>		

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<b>STRANDS</b>	<b>Emergent Reading</b>	<b>Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables, and words)*</b>	<ul style="list-style-type: none"> <li>Listen to and recognize different sounds in rhymes, songs, and familiar words (E.g. When the teacher sings, “Willaby wallaby Wecca an elephant sat on...”, Becca shouts, “Becca!”)</li> <li>Play with sounds of spoken language including letter sounds, rhymes, and words (E.g. Ray says, “My name rhymes with play.”)</li> <li>Can distinguish the beginning sounds of some words</li> </ul>	<p><b>Domain 1: Element F – Demonstrates phonological awareness</b></p> <ol style="list-style-type: none"> <li>Notices and discriminates rhyme</li> <li>Decides whether two words rhyme</li> <li>Notices and discriminates alliteration</li> <li>Hears and shows awareness of separate syllables in words</li> </ol>
		<b>Book awareness*</b>	<ul style="list-style-type: none"> <li>Identify parts of books such as cover, first page, and title</li> <li>Understand that print carries a message</li> </ul>	<p><b>Domain 1: Element D – Demonstrates knowledge of print concepts and conventions</b></p> <ol style="list-style-type: none"> <li>Has some knowledge of books (top, bottom, front, back, left to right)</li> </ol>
	<b>Emergent Writing</b>	<b>Print and alphabet awareness*</b>	<ul style="list-style-type: none"> <li>Recognize some letters in the alphabet, especially those in their own name (E.g. While putting her things away in her cubby, 4-year-old Azlyn notices other children’s names on their cubbies. She exclaims, “Hey, Autumn starts the same as me!”)</li> <li>Begin to associate sounds with words or letters</li> <li>Understand that specific symbols are used to communicate in writing</li> </ul>	<p><b>Domain 1: Element D – Demonstrates knowledge of print concepts and conventions</b></p> <ol style="list-style-type: none"> <li>Uses and appreciates print</li> <li>Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</li> </ol> <p><b>Domain 1: Element G – Demonstrate knowledge of the alphabet</b></p> <ol style="list-style-type: none"> <li>Names some letters</li> <li>Matches some letters to their sounds</li> <li>Identifies and names letters in own first name</li> <li>Shows understanding that a sequence of letters represents a word</li> </ol>
		<b>Interest in and emergent writing*</b>	<ul style="list-style-type: none"> <li>Understand that writing is a way of communicating</li> <li>Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas</li> <li>Engage in writing using letter-like symbols to make letters or words</li> <li>Begin to copy or write their own name</li> </ul>	<p><b>Domain 1: Element H – Demonstrates emergent writing skills</b></p> <ol style="list-style-type: none"> <li>Writes own first name (some letters recognizable)</li> <li>Uses letter-like shapes, symbols, and letters to convey meaning</li> <li>Represents ideas and stories through pictures, dictation and play</li> </ol>

\*Achieving milestones in emergent literacy development is dependent on the extent of the child’s exposure to books and print.

**COGNITIVE DEVELOPMENT**

**Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use it to Make Sense of Their World?**

Ages		Birth to Nine Months	Nine Months to Eighteen Months	Eighteen to Twenty-Four Months	Twenty-Four to Thirty Months	Thirty Months to Three Years	Three Years
<b>CONSTRUCTS</b>		<b>We Know That Infants, Toddlers, and Young Preschoolers are Making Progress When They:</b>					
<b>STRANDS</b>	<b>Number Operations</b>	<p><b>Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting</b></p> <p>Develop an awareness of one or more than one <i>(E.g. 7-month-old Gary holds one toy in one hand, another toy in the other hand.)</i></p>	<p>Begin to understand the concepts of “more” and “all gone” and begin to request “more” or indicate “no more” verbally or non-verbally</p>	<p>Can use number words in songs and finger plays without understanding that numbers represent quantity</p>	<p>Develop an understanding of the relationship between spoken numbers and quantity for quantities up to 2 or 3 <i>(E.g. Blake picks up a car and a block and says, “Two toys.”)</i></p>	<p>Begin to initiate one-to-one matching for four or fewer items</p>	<p>Show an interest in counting 1 to 10, may hold up fingers to indicate quantity</p>
	<b>Geometry and Spatial Sense</b>	<p><b>Shapes and their attributes, position, comparing and contrasting two or more objects, and distance</b></p> <p>Develop an understanding of where things are in their environment</p>	<p>Demonstrate an awareness of the distance between their body and materials in space <i>(E.g. Jayce crawls across the room to grab a toy.)</i></p>	<p>Demonstrate an understanding of simple position words <i>(E.g. Hayden climbs a hill and says, “Me on top!”)</i></p>	<p>Demonstrate an understanding of many position words <i>(E.g. Brittany says to her teacher, “I’m next to you.”)</i></p>	<p>Use comparison words and position words correctly</p>	<p>Explore and identify shapes in their environment and begin to notice attributes of shapes with adult help <i>(E.g. Addy, 3 years old, says, “Look, my paper plate is a circle!”)</i></p>
	<b>Measurements</b>	<p><b>Size, volume, quantity, and other measurable qualities, and the tools to measure them</b></p> <p>Explore and begin to notice differences in temperature of objects in their environment</p>	<p>Show some awareness of the relative size of objects in their environment</p>	<p>Explore the concept of volume <i>(E.g. Chase and Jade pick up a bucket of sand and dump it into the sandbox, over and over.)</i></p>	<p>Show awareness of measurable qualities, such as size, distance, temperature, and weight, which, in toddler terms, are big/small, near/far, hot/cold, heavy/light</p>	<p>Recognize that objects and people can be measured <i>(E.g. Brianna asks her mother, “How big am I?”)</i></p>	<p>Use non-standard tools to measure, with adult assistance <i>(E.g. Marla, Stacy, and Tim pass a lump of clay between them to see if it is bigger or smaller than each child’s hand.)</i></p>

**COGNITIVE DEVELOPMENT**

**Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use it to Make Sense of Their World?**

Ages		Birth to Nine Months	Nine Months to Eighteen Months	Eighteen to Twenty-Four Months	Twenty-Four to Thirty Months	Thirty Months to Three Years	Three Years	
<b>CONSTRUCTS</b>		<b>We Know That Infants, Toddlers, and Young Preschoolers are Making Progress When They:</b>						
<b>STRANDS</b>	<b>Patterns and Relationships</b>	<b>Recognizing or creating planned or random repetitions and comparisons</b>	Engage in sustained gazing at objects or people, or track movement with their eyes	Explore similarities and differences among objects in their environment	Show awareness of objects and pictures that are the same	Show awareness of and interest in patterns	Recognize simple patterns <i>(E.g. Malik looks at the plastic animals on the shelf and says, "Mommy, baby, mommy, baby.")</i>	Extend simple patterns
	<b>Data Collection and Analysis</b>	<b>Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world</b>	Focus attention to people or objects in their environment for a period of time	Focus on details in people and objects in their environment	Can sort objects that are the same and different on one attribute <i>(E.g. Amy puts all the red vehicles in one basket.)</i>	Can find people and objects that are the same based on one attribute	Notice that objects can be classified in different ways based on different attributes <i>(E.g. Leo and Peter argue over whether to sort their vehicles by color or by size.)</i>	Sort objects or people into subgroups by one attribute
	<b>Time and Sequence</b>	<b>Concept of time as it relates to daily routines, and sequencing of events</b>	Associate a specific occurrence with meeting their needs <i>(E.g. Emma hears footsteps and lifts her arms anticipating that mommy is coming to pick her up.)</i>	Demonstrate some understanding of when things happen in relation to routines	Can recall information about the immediate past <i>(E.g. Jack recalls what he had for morning snack when his aunt asks him after lunch.)</i>	Show increased knowledge and memory for daily routines	Can anticipate what will happen next in daily routines	Can remember and describe daily sequence of events

**COGNITIVE DEVELOPMENT**

**Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use it to Make Sense of Their World?**

**CONSTRUCTS**

**We Know That Four- and Five-Year-Olds are Making Progress When They:**

**NH Kindergarten Readiness Indicators  
Domain 2 – Cognition & General Knowledge  
(Logic & Reasoning, Mathematics)**

**STRANDS**

**Number Operations**

**Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting**

- Develop progressively more complex knowledge and skills about numbers, in the following sequence\*:
- Identify by sight how many are in a small group of up to 3 items
  - Demonstrate understanding of one-to-one correspondence
  - Recognize that the last number used in counting is the same as the total (E.g. *Leila counts four cars and when the teacher asks her, “How many cars do you have?” she answers, “Four.”*)
  - Count objects in two different collections (up to ten in each) to determine which is the larger one
  - Can answer the question “What comes after...” a number without having to recount (E.g. *When asked, “What comes after five,” Sawyer says, “Six,” without having to count up from one.*)
  - Change small collections of objects by combining or removing objects and then counting to determine how many they have (E.g. *Avery counts out three blocks, then adds two more, and counts all of the blocks and says, “I have five blocks.”*)
- \*While many children move through all of the steps of this sequence by five years old, others may still be only partially through this sequence by that age.
- Begin to recognize and attempt to write numerals up to 10

**Domain 2: Element E – Uses number concepts and operations**

1. Verbally counts to 20; counts 10–20 objects accurately; understands the value of a whole number; tells what number (1–10) comes next in order by counting
2. Shows beginning understanding of numbers and quantity; understands which set has more than, less than or equal to; counts to answer how many
3. Identifies numerals to 10 by name and connects each to counted objects (one-to-one correspondence)
4. Explores operations to solve mathematical problems

**Geometry and Spatial Sense**

**Shapes and their attributes, position, comparing and contrasting two or more objects, and distance**

- Use words that show understanding of order and position of objects
- Identify and name common shapes
- Describes basic features of shapes (E.g. *Finnley says, “This triangle has three sides and this square has four sides.”*)
- Compare the shape of two objects (E.g. *Reanna draws two round shapes and says, “This one is an oval and this one is a circle.”*)

**Domain 2: Element F – Explores and describes spatial relationships and shapes**

1. Begins to appropriately use positional words indicating location, direction, and distance
2. Describes basic two- and three-dimensional shapes by using math vocabulary; recognizes basic shapes when they are presented in a new orientation

**Measurements**

**Size, volume, quantity, and other measurable qualities, and the tools to measure them**

- Recognize that objects can be measured by height, length, weight, and volume (E.g. *Palo makes a stack of unifix cubes next to his friend and says, “You’re 40 cubes tall.”*)
- Make comparison such as bigger or smaller between two groups of objects
- Recognize that time is measured in units (E.g. *John asks how many more minutes he can stay outside.*)

**Domain 2: Element H – Compares and measures**

1. Uses multiples of the same unit to measure; makes comparisons among objects
2. Creates pictograph for quantities up to 10
3. Knows the purpose of standard measuring tools
5. Attempts to make quantifiable predictions

**COGNITIVE DEVELOPMENT**

**Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use it to Make Sense of Their World?**

**CONSTRUCTS**

**We Know That Four- and Five-Year-Olds are Making Progress When They:**

**NH Kindergarten Readiness Indicators  
Domain 2 – Cognition & General Knowledge  
(Logic & Reasoning, Mathematics)**

<b>STRANDS</b>	<b>Patterns and Relationships</b>	<b>Recognizing or creating planned or random repetitions, and comparisons</b>	<ul style="list-style-type: none"> <li>Order or sequence several objects based on one characteristic</li> <li>Begin creating simple patterns with familiar objects (<i>E.g. Max places the blocks in rows of long, short, long, short, etc.</i>)</li> </ul>	<p><b>Domain 2: Element G – Demonstrates knowledge of patterns</b></p> <ol style="list-style-type: none"> <li>Extends and creates simple repeating patterns</li> <li>Sorts objects into subgroups that vary by one or two attributes</li> <li>Recognizes and extends simple patterns and duplicates them</li> </ol>
	<b>Data Collection and Analysis</b>	<b>Gathering, organizing, and analyzing information, drawing conclusions to make sense of the world</b>	<ul style="list-style-type: none"> <li>Sort objects and count and compare the groups formed (<i>E.g. Carlo says, "There are 3 brown teddy bears and 4 black teddy bears."</i>)</li> <li>Organize and represent information visually, with adult support (<i>E.g. The teacher helps the preschoolers create a picture graph showing the numbers of children who walked to school or rode in a car.</i>)</li> </ul>	<p><b>Domain 2: Element C – Uses classification skills</b></p> <ol style="list-style-type: none"> <li>Groups objects by one characteristic; then regroups them using a different attribute and indicates the reason</li> </ol>
	<b>Time and Sequence</b>	<b>Concept of time as it relates to daily routines, and sequencing of events</b>	<ul style="list-style-type: none"> <li>Begin to differentiate between yesterday, today, and tomorrow</li> </ul>	<p><b>Domain 2: Element B – Remembers and connects experiences</b></p> <ol style="list-style-type: none"> <li>Tells about experiences in sequences and provides details, and evaluates the experiences based on applied knowledge from memory</li> </ol> <p><b>Domain 2: Element H – Compares and measures</b></p> <ol style="list-style-type: none"> <li>Develops a sense of time (yesterday, today, tomorrow, days of the week and seasons)</li> </ol>

**COGNITIVE DEVELOPMENT**

**Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds?**

Ages		Birth to Nine Months	Nine Months to Eighteen Months	Eighteen to Twenty-Four Months	Twenty-Four to Thirty Months	Thirty Months to Three Years	Three Years	
<b>CONSTRUCTS</b>		<b>We Know That Infants, Toddlers, and Young Preschoolers are Making Progress When They:</b>						
<b>STRANDS</b>	<b>Key Concepts</b>	<b>Object permanence</b>	Track moving objects and begin to understand that people and objects no longer in sight still exist	Show understanding that people and objects no longer in sight still exist <i>(E.g. Molly watches her mother put keys in her purse. Molly then searches in the purse to find them.)</i>	Can find objects that are not in sight	Ask for people or things that are not in sight	Enjoy hiding games	Play simple memory games
	<b>Exploring the Physical World</b>	<b>Physical world</b>	Explore objects in various ways using their senses	Through trial and error, begin to develop an understanding of some basic physical science concepts such as gravity, force, and motion. <i>(E.g. Penelope repeatedly drops her cup off the high chair and watches it fall to the floor.)</i>	Through repeated observation, experimentation, and/or exploration, further develop their understanding of basic physical science concepts and the natural world	Show interest in observing, experiencing, and/or exploring physical science concepts and the natural world	Focus on small details in indoor and outdoor environment <i>(E.g. Esme lays on the grass and watches an ant move.)</i>	Ask many questions about the physical world and investigate with adult guidance
	<b>Exploring the Social World</b>	<b>Social conventions</b>	Recognize cultural and social labels for people and relationships in their family	Use culturally appropriate labels for people and relationships in their family	Recognize that there are routines and may test the expectations	Participate in expected behavior including greetings and good-byes	Understand that certain rules and customs apply in some situations and not in others <i>(E.g. Sam tells his baby sister, "No yelling in church.")</i>	Demonstrate and follow different customs in different settings
		<b>Self, family, and community</b>	Recognize primary caregivers	Interact with members of their household and their classroom <i>Relates to social/emotional construct of relationships and social skills with peers</i>	Identify family members of other children in their class	May sort items or toys into "families" and label with different roles in their own terms	Explore various roles in their home and classroom <i>(E.g. Natalie tells James, 20 months old, that he is the baby and that she is going to be the mommy. She then begins acting out the role by giving him a bottle.)</i>	Ask questions about other people's experiences in their families and communities

		COGNITIVE DEVELOPMENT		
		Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds?		
		CONSTRUCTS	We Know That Four- and Five-Year-Olds are Making Progress When They:	NH Kindergarten Readiness Indicators Domain 2 – Cognition & General Knowledge (Logic & Reasoning, Mathematics) Domain 3 – Cognition & General Knowledge (Science & Social Studies) Domain 5 – Social & Emotional Development
STRANDS	Key Concepts	Object permanence and representational/symbolic thought	<ul style="list-style-type: none"> <li>Talk about things or people that are not present</li> <li>Use a variety of forms (drawings, block structures, movement, and other materials) to represent their ideas and feelings</li> </ul>	<b>Domain 2: Element D – Uses symbols and images to represent something not present</b> 1. Plans and then uses drawings, constructions, movements, and dramatization to represent ideas
	Exploring the Physical World	Physical science, life science, earth and space science, and environmental science	<ul style="list-style-type: none"> <li>Begin to identify the properties of various living things and what living things need to be able to survive</li> <li>Begin to talk about environmental changes and phenomena (weather, seasons, sun, and moon)</li> <li>Show interest in caring for the earth and environment</li> <li>Explore simple physical science concepts such as force, motion, and gravity (E.g. <i>Three children in the preschool room build an elaborate structure with blocks and ramps and then run different marbles through it to see which is the fastest.</i>)</li> </ul>	<b>Domain 3: Element A – Scientific inquiry</b> 3. Observes and explores materials and natural phenomena <b>Domain 3: Element B – Conceptual knowledge of the natural &amp; physical world</b> 1. Demonstrates content knowledge of the characteristics of living things 2. Demonstrates content knowledge of the physical properties of objects and materials 3. Demonstrates content knowledge of Earth’s environment
	Exploring the Social World	Social conventions (Rules and expectations, authority and governance)	<ul style="list-style-type: none"> <li>Show interest in caring for the classroom environment</li> <li>Participate in developing classroom rules</li> <li>Practice culturally appropriate social conventions (E.g. <i>Satori uses chopsticks when eating meals at home.</i>)</li> <li>With guidance from adults, can engage in problem-solving to resolve difference in perspectives</li> </ul>	<b>Domain 5: Element B – Self-concept, self-regulation and confidence</b> 5. Complies with three verbal directions 6. Follows simple classroom rules, routines, and transitions with occasional reminders 7. Cares properly for materials, equipment, and facilities
		Self, family, and community (Culture, ethical and human issues)	<ul style="list-style-type: none"> <li>Know basic personal information</li> <li>Are aware of own family relationships and show curiosity about others’ families</li> <li>Notice similarities and differences in people, families, and social groups</li> <li>Recognize some people, places, and occupations in their communities</li> <li>Act out family roles and occupations in dramatic play</li> <li>Show interest in issues of friendship and fairness</li> </ul>	<b>Domain 3: Element C – Social studies: Self, family &amp; community</b> 1. Demonstrates knowledge about self and others 2. Shows basic understanding of people and how they live 3. Shows emergent understanding of family, school, and community 4. Describes some peoples’ jobs and what is required to perform them 5. Demonstrates awareness of citizenship (contributes to a classroom community) <b>Domain 3: Element D – Social studies: Geography, history, events</b> 1. Describes the location of things in the environment 2. Understands that people can take care of the environment through activities 3. Explores past and present change related to familiar people or places

**COGNITIVE DEVELOPMENT**

**Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn?**

Ages		Birth to Nine Months	Nine Months to Eighteen Months	Eighteen to Twenty-Four Months	Twenty-Four to Thirty Months	Thirty Months to Three Years	Three Years	
<b>CONSTRUCTS</b>		<b>We Know That Infants, Toddlers, and Young Preschoolers are Making Progress When They:</b>						
<b>STRANDS</b>	<b>Inquiry and Exploration</b>	<b>Curiosity and sensory exploration</b>	Show awareness of occurrences in their surroundings and use their senses to explore people and objects	Explore objects using their senses and manipulate them in a variety of ways	Continue to investigate people and objects as tools	Seek information through observation, exploration, and use of simple tools ( <i>E.g. Arthur pulls a chair up to the kitchen counter to see what his father is making for dinner.</i> )	Continue to seek information through observation, exploration, and asking questions	Persist in asking “Why?”
		<b>Cause and effect</b>	Understand that their actions can have an effect on people and objects in their environment and repeat actions to duplicate effects ( <i>E.g. Colleen gently bounces 6-month-old Rory on her lap. When she stops, Rory moves his body up and down until Colleen resumes the bouncing.</i> )	May do things to get a response from familiar adults and children ( <i>E.g. Luke drops peas and looks over to his caregiver as they fall from the table to the floor.</i> )	Experiment with cause and effect while investigating their environment	Repeat actions to create the same effect and add variations of those actions to see if the same thing happens	Anticipate and try to prevent another person’s actions that will create undesirable effects	Use variations on previous actions in new environments and with different objects to create new and desired effects
	<b>Reasoning and Problem Solving</b>	<b>Theories about the world and how things work (Reflection, critical thinking, and trial and error)</b>	Seek to make sense of what happens in their environment	Act out ideas about how things work by repeating and changing their actions (trial and error)	Process and assimilate new information and experiences by comparing them to previous information and experiences to expand their understanding of the world ( <i>E.g. Margaret sees a horse for the first time and says, “Big doggie!”</i> )	Use multiple strategies to solve simple problems, but may become frustrated when their strategies don’t work	Solve some problems without having to physically try out all possible solutions and may ask for help when needed	Remember strategies that have worked and apply them to new situations ( <i>E.g. At home, Davis moves a stool to the sink so that he can reach for his toothbrush. At child care the next day, Davis struggles to reach a pencil on the counter so he picks up a chair and puts it near the counter.</i> )

**COGNITIVE DEVELOPMENT**

**Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn?**

Ages		Birth to Nine Months	Nine Months to Eighteen Months	Eighteen to Twenty-Four Months	Twenty-Four to Thirty Months	Thirty Months to Three Years	Three Years	
<b>CONSTRUCTS</b>		<b>We Know That Infants, Toddlers, and Young Preschoolers are Making Progress When They:</b>						
<b>STRANDS</b>	<b>Play</b>	<b>Imitation, risk taking, and experimentation</b>	Engage in turn taking interactions with adults and explore a variety of materials including their own bodies, people, and objects	May initiate turn taking with a trusted adult ( <i>E.g. Spencer gives a small toy to his grandmother and she gives another toy to him. They repeat this several times.</i> )	Enjoy using their whole bodies in active play	Try out new actions, roles, and words that they imitate from others	Take risks in big body play, expanding their physical abilities	Engage in pretend play that includes roles and experiences that they find challenging ( <i>E.g. After a visit to the doctor, Brett gives her doll a shot.</i> )
		<b>Creativity, imagination, and inventiveness</b>	Infants this young do not demonstrate creativity, imagination, and inventiveness in ways that adults can easily interpret	May invent ways to attract adult attention and engage with them ( <i>E.g. Gretta pretends to cough to gain her teacher's attention and repeats this when her teacher laughs.</i> )	Play with toys in ways of their own invention. ( <i>E.g. Kai puts blocks and cars together in a single structure.</i> )	Begin to engage in simple pretend games	Engage in more extended pretend play	Invent stories and characters
		<b>Sense of delight and humor*</b> <small>*delight and humor are culturally influenced</small>	Show pleasure in simple sensory games ( <i>E.g. AJ's mother tugs at the blanket in his hands and he tugs it back toward himself. They do this several times as AJ laughs.</i> )	Express delight in ways appropriate to their culture	Take delight in repetitive games and interactions ( <i>E.g. Bodhi and his teacher pass a ball back and forth and each time the teacher pretends to stop, Bodhi says, "again" and laughs when the teacher starts again.</i> )	Are amused by incongruity ( <i>E.g. Jonah laughs hysterically when his father pretends to put Jonah's shoes on his big feet.</i> )	Play exuberantly	Laugh at themselves when they do something silly

**COGNITIVE DEVELOPMENT**

**Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn?**

Ages		Birth to Nine Months	Nine Months to Eighteen Months	Eighteen to Twenty-Four Months	Twenty-Four to Thirty Months	Thirty Months to Three Years	Three Years	
<b>CONSTRUCTS</b>		<b>We Know That Infants, Toddlers, and Young Preschoolers are Making Progress When They:</b>						
<b>STRANDS</b>	<b>Executive Function</b>	<b>Adaptability of thought processes, planning, and intentionality</b>	Can act intentionally to achieve a goal ( <i>E.g. 8-month-old Oscar rolls across the floor to reach a toy.</i> )	Can carry out their own one-step plan ( <i>E.g. Penthia puts a hat on her head.</i> )	Plan and implement a two-step dramatic play ( <i>E.g. Ezra pretends to feed the baby doll and then puts it in the baby bed.</i> )	Can try to figure out what is getting in the way of their plan	Plan their own simple activities and organize the materials they need	Can adapt plans to incorporate new materials
		<b>Working memory and focus and attention</b>	Begin to maintain focus despite distractions during brief delays	Can have expectations of what will happen based on previous experiences ( <i>E.g. Wilfred pulls his mother's hand to bring her to the refrigerator knowing she will offer juice to him.</i> )	Stay focused on simple stories or books for brief periods of time	Have increased attention spans for activities that interest them or that they initiate	Can maintain attention on their choice of activity until they have achieved their goal ( <i>E.g. Cheng draws one more line on her picture and says, "All done."</i> )	Can play simple memory games such as matching pictures on cards
		<b>Motivation, initiative, and persistence</b>	Persist in pursuing objects of interest ( <i>E.g. 9-month-old Jasper crawls after her family's cat.</i> )	Explore objects that interest them with focus and persistence	Initiate simple plans ( <i>E.g. 20-month-old Abreeanna pulls on her teacher's hand and says, "out", as she walks to the door.</i> )	Persist in following their own curiosity even if adults try to deter them ( <i>E.g. 24-month-old Sebastian keeps dropping his toy cars in the toilet bowl even though his mother tells him not to.</i> )	Demonstrate the motivation to master simple tasks	Show initiative in a variety of ways including offering to help
	<b>Symbolic Representation</b>	<b>Representational process</b>	Calm in the presence of their primary caregiver ( <i>E.g. Gigi clings to her teacher when a stranger enters the classroom.</i> )	May draw comfort from objects that represent family members or primary caregivers ( <i>E.g. Bertti keeps her mother's scarf in her cubby and clings to it when upset.</i> )	Use an object to represent something else	Use a variety of materials, media, and other forms of self-expression to represent their thinking ( <i>E.g. Tessa makes up songs about herself.</i> )	Understand that some signs in the community represent familiar places	Are aware that some symbols represent words and numbers

**COGNITIVE DEVELOPMENT**

**Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn?**

<b>CONSTRUCTS</b>		<b>We Know That Four- and Five-Year-Olds are Making Progress When They:</b>	<b>NH Kindergarten Readiness Indicators Domain 2 – Cognition &amp; General Knowledge (Logic &amp; Reasoning, Mathematics) Domain 3 – Cognition &amp; General Knowledge (Science &amp; Social Studies) Domain 4 – Approaches to Learning</b>
<b>STRANDS</b>	<b>Inquiry and Exploration</b>	<b>Conjecture, scientific inquiry process, curiosity, and sensory exploration</b> <ul style="list-style-type: none"> <li>Observe, wonder, and/or ask questions, make guesses, and explore hypotheses</li> <li>Use senses and tools/technology to aid in investigation</li> </ul>	<b>Domain 3: Element A – Scientific inquiry</b> 1. Expresses a sense of wonder and curiosity through questioning 2. Uses simple tools, equipment, and technology for investigation <b>Domain 2: Element A – Demonstrates curiosity in approaches to learning</b> 2. Uses technology skills
		<b>Cause and effect</b> <ul style="list-style-type: none"> <li>Sometimes use magical thinking, showing misunderstanding of cause and effect (E.g. Zeke puts his snow pants by the front door, believing that this will make it snow overnight.)</li> <li>Continue to experiment with cause and effect</li> <li>Engage in repeated actions to make something happen (E.g. Dannie notices that Marie buttons her own coat, so Dannie tries several methods before succeeding in buttoning her own coat.)</li> </ul>	
	<b>Reasoning and Problem Solving</b>	<b>Theories about the world and how things work, reflection, critical thinking, and trial and error</b> <ul style="list-style-type: none"> <li>Talk about own ideas, predictions, and plans, building on prior experiences either self-initiated or guided by adults</li> <li>Can figure out more than one solution to a problem if the first one doesn't work (E.g. In trying to get a ball down from the tree, Marlow first throws a shoe to get it down and when that doesn't work, gets a rake to try to poke it down.)</li> </ul>	<b>Domain 2: Element A – Demonstrates curiosity in approaches to learning</b> 1. Attempts trial and error responses <b>Domain 2: Element B – Remembers and connects experiences</b> 1. Tells about experiences in sequence, provides details, and evaluates the experience based on applied knowledge from memory
	<b>Cooperative Learning</b>	<b>Cooperative learning</b> <ul style="list-style-type: none"> <li>Work with others to plan or problem solve toward a shared goal and can describe the reasons for their shared decisions (E.g. Aaron, Chuck, and Jill make a complex track for a train and discuss how sharp curves make trains derail.)</li> </ul>	<b>Domain 4: Element C – Cooperative Learning</b> 1. Establishes and sustains positive interactions with peers in small and large groups 2. Participates cooperatively and constructively in group situations, shares and takes turns

**COGNITIVE DEVELOPMENT**

**Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn?**

**CONSTRUCTS**

**We Know That Four- and Five-Year-Olds  
are Making Progress When They:**

**NH Kindergarten Readiness Indicators  
Domain 2 – Cognition & General Knowledge  
(Logic & Reasoning, Mathematics)  
Domain 4 – Approaches to Learning  
Domain 5 – Social & Emotional Development**

**STRANDS**

**Play**

**Imitation,  
risk taking,  
experimentation,  
spontaneous  
learning, and play  
with others**

- Co-create elaborate pretend play with other children, including scenarios with multiple roles, ideas, and co-negotiated rules
- Engage in pretend play with others to explore and understand life experience and roles
- Create sophisticated structures alone and with others, using various constructive materials, sometimes used in pretend play

**Domain 2: Element D – Uses symbols and images to represent something not present**  
2. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

**Sense of delight  
and humor**

- Show delight in all aspects of play from planning to describing the experience
- May play with language including “bathroom” words
- Begin to understand simple jokes
- May share physical humor with one another

**Creativity,  
imagination, and  
inventiveness**

- Tell elaborate stories of their own invention or add details to stories
- Create games that continue to evolve as they plan
- Pretend to be characters from stories, books, television shows, movies, or their own invention

**COGNITIVE DEVELOPMENT**

**Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn?**

<b>CONSTRUCTS</b>		<b>We Know That Four- and Five-Year-Olds are Making Progress When They:</b>	<b>NH Kindergarten Readiness Indicators Domain 2 – Cognition &amp; General Knowledge (Logic &amp; Reasoning, Mathematics) Domain 4 – Approaches to Learning Domain 5 – Social &amp; Emotional Development</b>
<b>STRANDS</b>	<b>Executive Function</b>	<b>Adaptability of thought processes, planning, and intentionality</b> <ul style="list-style-type: none"> <li>• Begin to show ability to adapt their plans when they can't follow through with their original idea</li> <li>• Can adapt their plan to include other children with adult guidance</li> <li>• Can engage in increasingly complex planning (<i>E.g. The 4-year-olds create very complex rules for the game they are playing on the playground.</i>)</li> <li>• May ask for help on own or with teacher prompting or seek more information when needed</li> </ul>	<b>Domain 5: Element B – Self-concept, self-regulation and confidence</b> 4. Solves problems without having to try every possibility <b>Domain 4: Element B – Approaches to learning</b> 2. Approaches activities with flexibility and inventiveness 3. Plans and pursues a variety of challenging tasks 4. Seeks guidance to continue learning
		<b>Working memory and focus and attention</b> <ul style="list-style-type: none"> <li>• Pay attention to and remember details</li> <li>• Keep track of more than one thing at a time</li> <li>• Stay focused for longer periods of time on activities that interest them and return to those activities</li> </ul>	
		<b>Motivation, initiative, and persistence</b> <ul style="list-style-type: none"> <li>• Demonstrate a desire to please adults and may seek adult attention (<i>E.g. 4-year-old Zara yells “Watch me! Watch me!” as she walks across the balance beam.</i>)</li> <li>• Take the initiative carrying out their own plans and persist until the goal is achieved</li> <li>• May get frustrated if they cannot carry out their goals to the level of mastery they desire</li> </ul>	<b>Domain 4: Element B – Approaches to learning</b> 1. Sustains work on age-appropriate, interesting topics of studies
	<b>Symbolic Representation</b>	<b>Representational process</b> <ul style="list-style-type: none"> <li>• Use objects to represent other objects in their pretend play (<i>E.g. Hadley and Kayla build an elaborate castle using couch cushions and blankets.</i>)</li> <li>• Understand that symbols on pictographs and bar graphs indicate quantity (<i>E.g. Chethan puts a sticker on the class graph to show that he has a cat at home and remarks, “More children have a dog at home than a cat.”</i>)</li> </ul>	<b>Domain 2: Element H – Compares and measures</b> 2. Creates pictograph for quantities up to 10

**Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World?  
How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors?**

Ages	Birth to Nine Months	Nine Months to Eighteen Months	Eighteen to Twenty-Four Months	Twenty-Four to Thirty Months	Thirty Months to Three Years	Three Years
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**CONSTRUCTS** We Know That Infants, Toddlers, and Young Preschoolers are Making Progress When They:

STRANDS	Body Awareness and Control	Spatial awareness	Use many repetitions to move various body parts and gain increasing control over movements	Become more aware of where their body is in relation to other objects and people in the environment	Can negotiate moving around objects and people without bumping into them	Show increased balance and coordination in play activities	Move their bodies through space with balance and control	Move with confidence and stability, coordinating movements to accomplish simple tasks (E.g. Outside on the playground, a small group of children play a game of Duck, Duck, Goose.)
		Development of the senses, orientation to stimuli, and sensory integration	Show awareness of and respond to sensory stimuli	Use senses to experience objects and the environment	Demonstrate sensory preferences (E.g. After playing in the sand in the sensory table, Anne wipes her hands together and leaves when the teacher adds water to make mud.)	Use the information received from their senses to change the way they interact with the environment	Begin to focus on important stimuli while ignoring extraneous stimuli	Develop the ability to use one sense to predict what they would perceive with another (E.g. Jowanna reaches into the mystery bag and guesses that she is holding a teddy bear based on the way it feels.)
		Physical state regulation	Begin to develop predictable patterns for sleeping, eating, and eliminating	By the end of this age range are eating three meals per day plus snacks	Can show tiredness or hunger through predictable behaviors	May resist sleeping or napping even when tired	May take initiative to make themselves more comfortable (E.g. Remey takes off his socks and says, "Too hot.")	May be able to identify the need to eliminate
	Large Muscle Development and Coordination	Gross motor skills	Develop head and trunk stability and ability to change positions	Become mobile, progressing from crawling to walking, and show strong interest in climbing	Move from one place to another by walking and running with basic control and coordination	Have more control with their arm and leg movements for walking, running, climbing, etc.	Purposefully explore with their whole body and use objects and equipment	Show increased confidence in their ability to coordinate large muscles and interest in new ways to use large muscles
	Small Muscle Development and Coordination	Fine motor skills	Move from awareness of hands to ability to reach and grasp objects of varying sizes	Coordinate eyes and hands while exploring or holding objects	Reach, grasp, and release objects with more control and experiment with using tools	Use tools purposefully to accomplish a goal (E.g. Shelby uses a glue stick to glue paper onto a wall collage.)	Use smaller manipulatives with ease	Show increased confidence in ability to coordinate small muscles and interest in new ways to use small muscles

**Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World?  
How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors?**

Ages		Birth to Nine Months	Nine Months to Eighteen Months	Eighteen to Twenty-Four Months	Twenty-Four to Thirty Months	Thirty Months to Three Years	Three Years	
<b>CONSTRUCTS</b>		<b>We Know That Infants, Toddlers, and Young Preschoolers are Making Progress When They:</b>						
<b>STRANDS</b>	<b>Nutrition</b>	<b>Nutrition</b>	Suck and swallow liquids and associate breast or bottle with being fed	Chew and bite and develop the ability to eat finger foods	Successfully chew and bite foods of varying textures	Demonstrate a willingness to try new foods if offered on multiple occasions	Show some awareness that some foods are more nutritious than others ( <i>E.g. After Brian reads <u>We Eat Food That's Fresh</u>, Kara points to the fresh strawberries on her plate at snack time.</i> )	Try healthy foods from a variety of cultures when given the opportunity
	<b>Basic Safety</b>	<b>Basic safety</b>	Cry to indicate stress and to seek help	Seek physical contact with primary caregivers when faced with new or unfamiliar people or environments <i>Relates to social/emotional construct of relationships with primary caregivers</i>	Look to primary caregivers when faced with new or unfamiliar people or environments <i>Relates to social/emotional construct of relationships with unfamiliar adults</i>	May acknowledge potentially unsafe situations, but are not yet able to be responsible for their own safety ( <i>E.g. Felipe climbs to the top of the toddler loft but needs a teacher's assistance to get down.</i> )	Show increasing awareness of health and safety practices	Can identify and explain familiar health and safety signs in the community
	<b>Self-care</b>	<b>Self-care</b>	Note: Infants at this age rely on adults to care for them ( <i>E.g. Joey washes 8-month-old Dana's hands after a diaper change.</i> )	May be able to participate, with adult assistance, in self-care tasks such as dressing and undressing, and feeding themselves, if culturally appropriate	Show increasing interest in and sometimes insistence on doing things for themselves, if culturally appropriate ( <i>E.g. Preda insists on putting the soap on her hands without help.</i> )	Are able to participate in and occasionally initiate simple health routines, if culturally appropriate	Are more likely to willingly participate in self-care routines, if culturally appropriate	Seek to accomplish self-care and house-keeping tasks with reminders, if culturally appropriate

**Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World?  
How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors?**

		<b>CONSTRUCTS</b>	<b>We Know That Four- and Five-Year-Olds are Making Progress When They:</b>	<b>NH Kindergarten Readiness Indicators Domain 6 – Physical Development and Health</b>
<b>STRANDS</b>	<b>Body Awareness and Control</b>	<b>Spatial awareness, development of the senses, orientation to stimuli, sensory integration, physical fitness, knowledge for participation in physical education</b>	<ul style="list-style-type: none"> <li>Participate in a variety of physical activities to enhance personal health and physical fitness</li> <li>Continue to develop their ability to move their body in space and control their bodily movements (<i>E.g. Tanya maneuvers her wheelchair up a ramp and around a corner to join her friends.</i>)</li> <li>Increasingly use eye-hand coordination to perform a variety of tasks</li> </ul>	<p><b>Domain 6: Element B – Balance and control</b></p> <p>2. Coordinates movements to perform simple tasks</p>
	<b>Large Muscle Development and Coordination</b>	<b>Gross motor skills</b>	<ul style="list-style-type: none"> <li>Continue to develop large muscle control and coordination to play more complex games and/or perform more controlled actions (<i>E.g. Juanita, 5 years old, tosses a stone on the hopscotch game, hops on one foot through two squares and then jumps on two feet to complete the game.</i>)</li> <li>Increase their strength, balance, flexibility, and stamina</li> <li>Use a variety of materials and equipment in gross motor activities</li> </ul>	<p><b>Domain 6: Element B – Balance and control</b></p> <p>1. Demonstrates fundamental motor skills and body and spatial awareness</p>
	<b>Small Muscle Development and Coordination</b>	<b>Fine motor skills</b>	<ul style="list-style-type: none"> <li>Continue to develop small muscle control and coordination (<i>E.g. 4-year-old Emily uses her index finger and her thumb to form the clay into animal like shapes.</i>)</li> <li>Demonstrate greater dexterity with a variety of tools such as eating utensils, crayons, keyboards, paint brushes, and scissors</li> </ul>	<p><b>Domain 6: Element C – Demonstrates fine-motor strength and coordination</b></p> <p>1. Uses small, precise finger and hand movements</p> <p>2. Shows beginning control of writing, drawing and art tools</p>

<b>Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World?            How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors?</b>				
		CONSTRUCTS	We Know That Four- and Five-Year-Olds are Making Progress When They:	NH Kindergarten Readiness Indicators Domain 6 – Physical Development and Health
<b>STRANDS</b>	<b>Nutrition</b>	<b>Nutrition</b>	<ul style="list-style-type: none"> <li>Recognize and eat a variety of nutritious foods</li> <li>When asked, are able to name nutritious alternatives</li> </ul>	
	<b>Basic Safety</b>	<b>Basic safety</b>	<ul style="list-style-type: none"> <li>Follow basic health and safety rules with some reminders and/or guidance from adults (<i>E.g. 5-year-old Miles stops at the curb while on a walk with his mother. He looks both ways, holds his mom’s hand, and then crosses the street at the crosswalk.</i>)</li> </ul>	<b>Domain 6: Element A – Health knowledge</b> 2. Follows basic health and safety rules
	<b>Self-care</b>	<b>Self-care</b>	<ul style="list-style-type: none"> <li>Demonstrate increasing independence with basic health care skills, if culturally appropriate (<i>E.g. 4-year-old Saygan blows his nose using a tissue and then goes to the sink to wash his hands with soap and water.</i>)</li> </ul>	<b>Domain 6: Element A – Health knowledge</b> 1. Performs self-care tasks independently 3. Practices healthy personal hygiene habits

**Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty?**

Ages	Birth to Nine Months	Nine Months to Eighteen Months	Eighteen to Twenty-Four Months	Twenty-Four to Thirty Months	Thirty Months to Three Years	Three Years
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**CONSTRUCTS** **We Know That Infants, Toddlers, and Young Preschoolers are Making Progress When They:**

<b>STRANDS</b>	<b>Exploration and Creation of Artistic Works</b>	<b>Invention and imagination</b>	Produce sounds through own vocalizations or play with objects in the indoor and outdoor environment	Use tools to create sounds and marks with various objects, and media	Use tools with more intentionality and purpose	Create three dimensional structures, songs, rhymes, drama, and dances	Use and play with a variety of media and materials for exploration and creative expression	Create more elaborate three dimensional structures, songs, rhymes, and dances with a combination of materials
		<b>Curiosity and interest</b>	Experiment and repeat a variety of vocalizations and body movements (E.g. Logan, 4 months old, begins to mimic his mother's facial expressions.)	Explore the sounds that a variety of environmental objects can make and explore a variety of sensory media to create visual images (sand, finger paint, crayons)	Show an increasing range of curiosity about their environment, objects, and people	Show interest in combining objects or media (E.g. Garrith glues yarn, paper, and packing peanuts onto a piece of construction paper.)	Show interest in a variety of materials and activities related to creative expression	Ask how to produce a particular sound, visual image, or movement
		<b>Confidence</b>	Gain control over their ability to produce sounds and movement and show delight in positive reactions from others	Refine their actions to get closer to the desired effect in sound and movement	May request adult attention and approval for all of their artistic, dance, and musical efforts	Select and use artistic materials and tools more purposefully (E.g. Cohen selects a paint brush from the box and blue paint from the row of paint cups and brings them over to the art easel.)	Ask adults to save or take pictures or videos of their artistic creation	Show adults and peers what they can do or have created, including short individual performances or artistic creations
	<b>Appreciation of and Response to the Creations of Others and the Natural World</b>	<b>Awareness and attention</b>	Focus on sounds, patterns, and movements in the indoor and outdoor environment (E.g. Colin, 8 months old, giggles when he feels the breeze on his face.)	Show awareness of and preference for specific textures, smells, sounds, and visual images (E.g. Kathryn uses her hands to pick up a piece of birthday cake and then repeatedly wipes her hands on her shirt saying, "No.")	Begin to focus on and distinguish details in the indoor and outdoor environments	Show what they notice about the music, art, drama, dance, and natural phenomena they have witnessed	Try to reproduce aspects of music, art, drama, dance, and natural phenomena they have witnessed (E.g. After watching a tap dancer, Reagan, Andrew, and Gabe recreate tap dancing.)	Share opinions about likes and dislikes in art and creative expression
		<b>Sense of joy and wonder</b>	Enjoy and respond to sights, sounds, textures, tastes, and smells	Respond with delight to some experiences, environments, and specific sensations	Express joy in aesthetic experience	May participate actively in singing songs and dancing	Exclaim enthusiastically in response to experiencing beauty indoors or outdoors (E.g. Ginny and her friends jump up and down shouting, "It's a rainbow," when they see a rainbow in the sprinkler.)	Use descriptive words to express their response to an aesthetic experience (E.g. Using his communication device, Mark tells Tory he really likes the colors in her painting.)

<b>Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty?</b>				
<b>CONSTRUCTS</b>		<b>We Know That Four- and Five-Year-Olds are Making Progress When They:</b>	<b>NH Kindergarten Readiness Indicators Domain 4 – Approaches to Learning</b>	
<b>STRANDS</b>	<b>Exploration and Creation of Artistic Works</b>	<b>Invention and imagination</b>	<ul style="list-style-type: none"> <li>Act out elaborate pretend play scenarios with objects, create representational and abstract art, and play with musical instruments individually and with peers</li> </ul>	<b>Domain 4: Element A – Creative art expression and music</b> 5. Uses a variety of art materials for tactile experience and exploration, and expression 6. Engages in dramatic play
		<b>Curiosity and interest</b>	<ul style="list-style-type: none"> <li>Show interest in learning new skills related to art, music, dance, and drama (E.g. Doug asks his teacher to show him how to play more chords on the guitar.)</li> <li>Participate in experiences in art, music, creative movement, drama, and dance</li> </ul>	<b>Domain 4: Element A – Creative art expression and music</b> 1. Explores and recognizes beat, rhythm, and a variety of musical genres 2. Participates in creative movement and singing
		<b>Confidence</b>	<ul style="list-style-type: none"> <li>Display or perform for others and/or talk about what they have made or done</li> <li>Show an interest in participating in group performances, but may become anxious and choose not to participate</li> </ul>	<b>Domain 4: Element A – Creative art expression and music</b> 2. Participates in creative movement and singing
	<b>Appreciation of and Response to the Creations of Others and the Natural World</b>	<b>Awareness and attention</b>	<ul style="list-style-type: none"> <li>Discuss and evaluate the music, art, drama, dance, and natural phenomena they have witnessed</li> </ul>	<b>Domain 4: Element A – Creative art expression and music</b> 3. Explores principles and elements of art on its most basic level
		<b>Sense of joy and wonder</b>	<ul style="list-style-type: none"> <li>Show interest and respect for the creative work of self and others, and share experiences and ideas about art and creative expression</li> </ul>	<b>Domain 4: Element A – Creative Art Expression and Music</b> 4. Responds to artistic creations or events