



## NY STATE EDUCATION STANDARDS

Domain 1: Physical Well-Being, Health, and Motor Development			
By using dance techniques, narrative stories, and music DLL classes work to cultivate an understanding and appreciation for ones own body and physical fitness. Each class will work on fine and gross motor skills, physical fitness, classroom manners, and safe practices.			
A: Gross Motor Skills		B: Fine Motor Skills	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Carries toys or objects while walking	Walks and runs and navigates obstacles and corners	Performs basic creative movements, with adult guidance or alone.	Physically reacts appropriately to the environment
Walks and runs with skill, changing both speed and direction	Crawls through a play tunnel or under tables	Demonstrate awareness of own body in space	Demonstrates concepts through movements
Walks backwards	Hops forward on one foot without losing balance	Exhibits eye-hand coordination	Improves eye-hand coordination
Jumps in place	Catches large ball with two hands	C: Sensorimotor Skills	
Balances on one foot briefly	Gallops with skill	18 to 36 Months	36 to 60 Months
Has basic ability to kick and throw a ball	Jumps on two feet and over small objects with balance and control	Performs basic creative movements, with adult guidance or alone.	Physically reacts appropriately to the environment
Bends over easily without falling	Walks backwards and runs with enough control for sudden stops	Demonstrate awareness of own body in space	Demonstrates concepts through movements
Walks in a straight line		Exhibits eye-hand coordination	Improves eye-hand coordination
Runs fairly well and negotiate stairs with alternating feet		Plays with materials of different textures	
D: Physical Fitness (Daily Activities)		E: Physical Fitness (Variety and Well-Being)	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Participate actively in games, outdoor play, and other forms of exercise	Carries light objects or backpack for a short distance	Attempts new activities that require physical movement, without adult assistance	Participates in different physical activities
Runs spontaneously across the room or yard	Repetitively practices new skills	Participates actively in games, dance, outdoor play, and other forms of exercise	Incorporates various physical activities while transitioning from one place to another
Engages in unstructured physical activity for at least 60 minutes (cumulatively), and up to several hours each day	Engages in at least 60 minutes, and up to several hours, daily of unstructured physical activity	Takes appropriate risk with body in space	Participates in group activities involving physical activity
Sustains moderate to vigorous physical activity for at least 10 minutes at a time, for at least 30 minutes each day	Engages in organized physical activities for a total of at least 60 minutes each day, sustaining physical activity for a least 15 minutes at a time.	Selects active activity over passive activity a portion of time	
Has a basic ability to kick and throw a ball		H: Nutrition	
Balances on one foot briefly		18 to 36 Months	36 to 60 Months
Bends over easily without falling		Begins to recognize and eat a variety of nutritious foods	Chooses to eat goods that are better for the body than others, with assistance
Walks in a straight line		Distinguishes between food and non-food related items	
Runs fairly well and negotiate stairs with alternating feet			
I: Safe Practices		J: Rules and Self-Regulation	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Tells adults when someone hurts him/her or makes him/her feel bad	Communicates to peers and adults when sees dangerous behaviors	Displays recognition of the rules, though may not always follow them	Understands and anticipates the consequences of not following rules
	Understands the difference between "safe touch" and "unsafe touch"	May pay attention to safety instructions with assistance, but many choose not to cooperate	Identifies safety signs posted around the classroom and home
			Follow basic safety rules, with assistance



## NY STATE EDUCATION STANDARDS

<b>Domain 2: Social and Emotional Development</b>			
<b>DLL believes in the importance of growing the whole child, not just parts. All classes will include an element of emotional and social growth. Students will learn how to work together and with adults, how to be empathetic towards each other, as well as social skills.</b>			
<i>A: Interaction With Adults</i>		<i>B: Interactions with Adults: (Children Seek Assistance From Adults)</i>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Establishes an attachment or bond with a consistent adult other than the primary caregiver	Expresses affection for significant adults	Begins to make sense of their ability and understanding of their environment by experimenting	Recognizes that adults have more experience and, therefore, can provide assistance
Demonstrates the feeling safe with significant adults by seeking them when uncomfortable or when sick, tired, or in a dangerous situation	Approaches adults for assistance and offers to assist adults	Periodically checks with caregiver for help or reassurance when playing by self or with peers	Ask questions of adults frequently to obtain information
Imitates adult activities	carries out actions to please adults at times	Respond to guidance most of the time	Follows caregiver' guidelines for appropriate behavior in different environments
Initiates interactions and play with adults	Expresses feelings about adults	Starts activity after a caregiver makes suggestions, sometimes	Brings simple problem situations to adults' attention
Responds to adults' verbal greetings		May begin to follow basic safety guidelines and requirements but may not consistently do so	
Communicates with adults about recent activities			
Label feelings			
Show awareness of others feelings			
<i>C: Interaction With Peers</i>		<i>D: Interactions with Peers (Cooperation)</i>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Play side-by-side with another child, at times	Shows enjoyment in playing with other children	Take turns during play with peers, with considerable assistance	Plays with other children without prompting, at times
Observes and imitates another child's behavior or activity	Initiates an activity with another child	Recognizes there is a conflict and requests adult assistance	Cooperates with other children, with assistance
initiates social interaction with peers	Makes and maintains a friendship with at least one other child		Manages the use of materials and toys during play, with assistance
Shows enthusiasm about the company of other children			Negotiates with peers (Takes turns, plans play)
Spontaneously shows preference for familiar playmates			Makes decisions with other children, with adult prompts as needed
<i>E: Interaction With Peers (Negotiation)</i>		<i>F: Adaptive Social Behavior</i>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Uses adult help to take turns, including giving up and keeping toys and other objects	Understands concepts of "mine" and "his/hers"	Experiments with effects of own actions on objects and people	Takes turns and shares with peers, with assistance
Communicates with other children to settle arguments, with assistance	Approaches other children positively	Learns consequences of a specific behavior, begins to demonstrate appropriate responses to situations and behavior	Asks "why" questions to show efforts at understanding effects of behavior
Indicates preferences and intentions by answering yes/no questions	Uses different turn-taking strategies	Begins to show empathy when someone is hurt or upset	Demonstrates understanding of the consequences of own actions on others
	Use simple strategies to solve problems, either individually or in a group		Describes other children's positive, thoughtful, kind behaviors
	Negotiates with other children to solve a problem, with some assistance		Shows empathy for a physically hurt or emotionally upset child
	States a position with reasons		
<i>G: Adaptive Social Behavior (Group Activities)</i>		<i>H: Adaptive Social Behavior (Diverse Settings)</i>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Show increasing enthusiasm about the company of others	Seeks out other children to play with	Explores and plays in a range of familiar activities	Explores objects and materials and interacts with others in a variety of group settings
Begins to share and take turns with assistance	Identifies self as member of a group	Ask questions or acts in other uncertain ways in unfamiliar settings and environments	Successfully transitions from one activity setting to the next during the day, with guidance
Participates in loosely structured group games	Uses pretend play to explore, practice, and understand social roles	Displays ease and comfort in a variety of places with familiar adults	
Follows familiar patterns	Joins a group of other children playing, with adult prompts		
	May assign roles to other children during cooperative play		
<i>I: Adaptive Social Behavior (Empathy)</i>		<i>J: Appreciating Diversity</i>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Notifies and may show concern for other children who are happy, sad or upset	Notifies and shows concerns for peers feelings	Plays in the presence of other children	Compares similarities or differences of others
Demonstrates awareness of feelings during pretend play	Comforts peers when they are hurt or upset, with adult assistance	Asks simple questions about other children	Develops awareness, knowledge, and appreciation of own gender and cultural identity

Names emotions of self and others	Adopts a variety of roles and feelings during pretend play	Notifies differences may ask why	Identifies gender and other basic similarities and differences between self and others
Expresses interest and excitement about animals and other living things	Identifies and responds to feelings and experiences of the children in stories		Demonstrates understanding that different individuals have different abilities and information
	Expresses how another child might feel		Includes other children in own activities who are of a different gender, ethnic background, who speak other languages, or who have special needs, with guidance
	Shows concern about fairness within peer group		Asks questions about others' families, ethnicity, language, cultural heritage, and differences in physical characteristics
<i>K: Self-Concept</i>		<i>L: Self Concept (Abilities and Preferences)</i>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Identifies self and uses own name when asked	Expresses self in different roles during pretend play	Points to and names some of own body parts	Describes own basic physical characteristics
Shows awareness of being seen by others	May talk to self and/or engage in conversation with imaginary playmates	Makes choices	Exerts will and preferences with actions increasingly with language
Shows pride in achievements/accomplishments	Describes family members and begins to understand their relationship to one another	Shows preferences for favorite books, toys, and activities	Experiments with own abilities by trying new activities and testing limits
		Indicates preferences and intentions by answering yes/no questions	Identifies feelings, likes, and dislikes, and begins to be able to explain why he/she has them
<i>M: Self-Efficacy</i>		<i>N: Self Control</i>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Recognizes own accomplishments	Expresses delight with mastery of a skill	Challenges limits and strives for independence	Participates in routine activities
Acts as though is capable of doing new tasks and activities	Asks others to view own creations	Anticipates and follows simple routines, with reminders and assistance	Follows simple rules without reminders
Seeks help after trying something new or challenging	Demonstrates confidence in own abilities	Anticipates and follows simple rules, with reminders	Demonstrates increasing ability to use materials purposefully, safely, and respectfully
	Expresses own ideas and opinions	Anticipates consequences for not following rules; but may not be able to overcome the impulse to exert own desire to not follow them	Adapts to change in daily schedule
	Enjoys process of creating		Predicts what comes next in the day, when there is an established is an established and consistent schedule
<i>O: Self-Control (Feelings and Impulses)</i>		<i>P: Emotional Expression</i>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Names some emotions	Expresses strong emotions in appropriate ways, at times with assistance	Recognizes and expresses emotions towards familiar persons, pets or possessions with appropriate facial expressions, words, gestures, signs, or other means	Names and talks about own emotions
Increasingly seeks caregiver support and attention when feeling strong emotions	Expresses ownership of feelings and desire to control self, with assistance	Names some emotions	Uses pretend play to understand and respond to emotions with words and facial expressions
Begins to control impulses at times	Calms self after having strong emotions, with guidance	Begins to use play to express/act out emotions	Use humor to entertain and make others laugh
	Waits for turn during group activities, sometimes		
	Sticks with difficult tasks and demonstrates increasing ability to deal with frustration		



## NY STATE EDUCATION STANDARDS

Domain 3: Approaches to Learning			
<p><b>DLL believes in the importance of natural curiosity and imagination. Each student will be given the opportunity to explore, select, and interpret the DLL material. Students will always be included in the discussions and encouraged to be creative and imaginative.</b></p>			
A: Curiosity and Interest		B: Initiative	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Shows interest in new and others' activities	Ask others for information	Tries new ways of doing things and begins to take some risks	Asks others to join in play
Asks simple "why" questions	Investigates and experiments with materials	Initiates play with others	Joins a play activity already in progress, with assistance
Asks about people in own environment	Shows interest in how and why others do things	Proposes an idea for how to spend time	Makes decisions about what activity or materials to work with from selection offered
	Uses "why" to get information about how his/her world works	Shows interest in wanting to take care of self	
	Develops personal interests	Initiates activities at caregivers' suggestions	
		Seeks and takes pleasure in new skills and experiences	
C: Persistence and Attention		D: Creativity and Inventiveness	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Wants to do favorite things over and over again	Focuses on tasks of interest to him/her	Approaches tasks experimentally, adapting as the activity evolves	Creates acceptable rules for group activities
Completes simple projects	Remains engaged in an activity for at least 5 to 10 minutes, at a time	Displays understanding of how objects work together	Makes up words, songs, or stories
Continues to try a difficult task of interest for a brief period of time	Completes favorite tasks over and over	Enjoys opportunities for pretend play and creating things	Expresses ideas through art, construction, movement, or music
Insists on some choices	Persists in trying to complete a task after previous attempts have failed	Pretends and uses imagination during play	Engages in extensive pretend play
Seeks assistance when encountering a problem	Uses at least two different strategies to solve a problem		
E: Reflection and Interpretation			
18 to 36 Months	36 to 60 Months		
Realizes that behaviors can precede events	Tells other about events that happened in the past		
Alters behavior base don a past event and builds on it	Represents things in environment with available materials, moving from simple to complex, representations		
Relates an experience today to one that happened in the past.	Thinks out loud and talks through a situation		
	Works out problems mentally rather than through trial and error		



## NY STATE EDUCATION STANDARDS

Domain 4: Cognition and General Knowledge			
All DLL class themes are based on concepts that the students will encounter. DLL strives to make the lessons fun and educational. Themes have included: Healthy Habits, The Five Senses, Swing Dance, and The Bayou. DLL classes will teach students how to think critically, problem-solve, and work together.			
A: Causation (Children demonstrate awareness of cause and effect)		B: Critical and Analytic Thinking (Children compare, contrast, examine, and evaluate)	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Experiments with effect of own actions on objects and people	Identifies objects that influence or affect other objects	Imitates behavior seen in another place and time	Shows understanding of concepts of same and different
Observes others' actions to see the effect they will have on objects and people	Asks "why" questions to show effort at understanding causation	Notifies and describes how items are the same or different	Recognizes and labels aspects of an event
Knows playing with certain desirable or forbidden objects will get adults' attention	Explains the effects that simple actions may have on objects	Makes choices when given options	Compares experiences, with adult assistance
Expresses beginning understanding of cause and effect	Recognizes which element of an object causes the effect in simple relationships		Explains simple benefits and/or drawbacks of choosing one course of action, with assistance
			Uses comparative words
			Uses actions or words to justify choices
C: Critical and Analytic Thinking (Children use past knowledge to build new knowledge)		D: Problem-Solving (Children find multiple solutions to questions, tasks, problems, and challenges)	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Experiments with effect of own actions on objects and people	Identifies objects that influence or affect other objects	Uses active exploration and trial and error to solve problems	Explores various ways to solve a problem and selects one option
Observes others' actions to see the effect they will have on objects and people	Asks "why" questions to show effort at understanding causation	Tries several methods to solve problem before asking for assistance	Seeks assistance from another child or an adult to solve problems
Knows playing with certain desirable or forbidden objects will get adults' attention	Explains the effects that simple actions may have on objects	Communication to request assistance	Modifies actions based on new information and experiences
Expresses beginning understanding of cause and effect	Recognizes which element of an object causes the effect in simple relationships		
E: Representational Thought (Children use symbols to represent objects)		F: Representational Thought (Children distinguish between fantasy and reality)	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Experiments with new uses familiar objects	Provide some complex descriptions of a person or object that is not present	Plays make-believe with props	Takes on pretend roles and situations, using the appropriate language, tone, and movements
Provides a simple descriptions of a person or object that is not present	Uses objects to represent real items in make-believe play	Reacts to people in costume as if they are the character they portray; some children may react in a fearful way.	Engages in complex make-believe play
Reacts to mental images of objects or events		Reacts to puppets as if they are real and not extensions of an adult or another child	Makes connections between characters in books or movies, with people in real-life
Identifies pictures of familiar objects correctly			Questions if characters in books and movies are real or not
G: Number and Sense Operations (Children demonstrate knowledge of numbers and counting)		H: Measurement (Children demonstrate knowledge of size, volume, height, weight, and length)	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Counts to at least five from memory	Applies numbers and counting concepts to daily life	Uses size words such as: many, big, and little appropriately	Uses activities that explore and develop vocabulary for length and weight
Imitates counting rhymes or songs	Recognizes that a single object is "one" regardless of size, shape, or other attributes	Identifies things that are big or small, heavy, or light, and tall or short, with assistance	Estimates size
Begins to quantify and make comparisons of quantity	Understands that numbers represent quantity	Looks at two objects and identifies which one is bigger or smaller	Labels objects using size words
Recognizes some quantities	Counts to at least 20 by memory		
	Names some numerals	I: Properties of Ordering (Children identify and label shapes)	
	Counts at least five-objects in one-to-one correspondence, without assistance	18 to 36 Months	36 to 60 Months
	Increasing understanding of duration of time	Matches simple two-dimensional shapes in form boards and puzzles	Identifies and labels different kinds of two-dimensional shapes
	Begins to recognize and identify coins to count money	Identifies two geometric shapes	Compares shape and size objects
	Uses numbers to predict and make realistic guesses	Creates and copies simple shapes made by others	Creates, builds, or draws shapes
	Tells what number comes before or after a given number up to ten		Recognizes non-geometrical shapes in nature
			Orders shapes from smallest to largest
J: Properties Of Ordering (Children sort, classify, and organize objects)		K: Scientific Thinking (Children collect information through observation and manipulation)	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Collects items that have common characteristics	Creates own patterns with a variety of materials	Uses all five senses to examine different objects with attention to detail	Identifies and distinguishes between senses
Recognizes objects arranged in series	Classifies everyday objects that go together	Observes and manipulates objects to identify similarities and differences	Uses nonstandard tools

Identifies categories of objects	Places objects in specific positions	Observes and examines natural phenomena through senses	Uses standard tools
			Participates in experiments provided by adults and describes observations
<b>L: Scientific Thinking (Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations)</b>		<b>M: Scientific Knowledge (Children observe and describe characteristics of living things)</b>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Ask simple questions about the natural world	Ask questions and finds answers through active exploration	Explores and investigates physical properties of living and non-living things	Identifies things as living or non-living based on their characteristics
Observes and/or manipulates objects and events to answer simple questions about the natural world	Records information from an experience	Comments on what it takes to make things grow	Describes the characteristics plants, animals, and people
Demonstrate ability to think before engaging in an activity	Makes predictions and develops generalizations based on past experiences		Notifies similarities, differences, and categories of plants and animals
Make guesses about what might happen based on past experiences	Uses vocabulary that shows recognition of scientific principles to explain why things happen		Demonstrates understanding of changes in the appearance behavior, and habitats of living things
			Demonstrates understanding of how things grow and change
<b>N: Scientific Knowledge (Children observe and describe characteristics of the earth)</b>		<b>O: History (Children demonstrate knowledge of past events and awareness of how they may influence the present and future)</b>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Asks questions about the earth	Investigates properties of rocks, dirt, and water	Anticipates recurring events in typical routines	Retells a simple story or event in roughly sequential order
Identifies weather	Recognizes and provides simple descriptions of the states of matter	Connects new experiences to past experiences	Uses time-related words and concepts
Identifies labels earth's materials	Makes simple observations of the characteristics and movement of sun, moon, stars, and clouds	Experiments with general terms related to the elements of time	Gives simple accounts of what happened that day
Demonstrate curiosity about the natural environment by asking "why" questions	Discusses changes in the weather and seasons, using common weather related vocabulary	Makes predictions about what may occur	Establishes casual patterns between past, present, and future events, with assistance
			Uses phrases that suggest awareness of the past
<b>P: Geography (Children demonstrate awareness of location and spatial relationships)</b>		<b>Q: Geography (Children demonstrate awareness of location and spatial relationships)</b>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Distinguishes between near and far	Uses words to indicate direction, position, and size, not always accurately	Distinguishes different environments by the people or signs that are a part of that environment	Matches objects to their usual geographic locations
Identifies weather	Creates representations of locations and space during play		Develops awareness of some characteristics of own geographic region
Experiments with physical relationships	Names streets, neighborhood, city or town where he/she lives		
Shows interest in investigating geography tools	Understands physical relationships		
<b>R: Economics (Children demonstrate knowledge of various occupations related to trade and currency)</b>		<b>S: Ecology (Children demonstrate awareness of the relationship between humans and the environment)</b>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Recognizes relationship between supply and demand	Talks about what they want to be when he/she grows up	Recognizes and responds to characteristics of the environment	Participates in protecting equipment and materials from weather or other natural phenomena
	Demonstrates understanding of sharing and interdependence		
<b>W: Community (Children demonstrate civic responsibility)</b>		<b>X: Culture (Children demonstrate awareness and appreciation of their own and others' culture)</b>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Tries our roles and relationships through pretend play	Shows awareness of a group rules	Enjoys poems, stories, and songs about a variety of people and cultures	Asks questions about other children's appearance and behavior
Recognizes that there may be different rules in different places	Follows rules while playing games and reminds other of the rules	Displays knowledge of basic concepts of own heritage and background	Asks questions about similarities and differences in other people
Participates actively as a member of the family or classroom community	Responds to another child's needs for sometimes giving and sharing	Ask simple questions about other children and adults	Shows respect for similarities and differences
	Notifies if another child is missing an essential article to participate in the group		Begins to develop awareness, knowledge, and appreciation of own culture
	Invites other children to join groups or other activities		Recognizes and celebrates similarities and differences between people of different cultures in his/her circle of contact
<b>Y: Expression and Representation (Children use creative arts to express and represent what they know, think, believe, or feel)</b>		<b>Z: Understanding and appreciation (Children demonstrate understanding and appreciation of the creative arts)</b>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Uses a variety of materials for tactile experiences and exploration	Participates in music experiences	Observes and responds to artwork produced by other individuals and/or cultures	Watches other children dance then tries to mimic the dance steps
Engages in the artistic process with enthusiasm	Remembers the words to a song that is sung often in the classroom	Imitates movements after participating in or watching others perform games or songs	Listens attentively at a children's concert, play, or puppet show
Explores various ways of moving with or without music	Asks to sing a particular song	Exhibits interest when watching musical, dance, or theater performances by other individuals	Hums or moves to the rhythm of recorded music
Explores simple songs using voice and/or instruments	Participates freely in dramatic play activities	Identifies favorite storybook characters	Shares various forms of art found in own environment
Engages in pretend play	Tries one type of art many times		Wonders about or asks questions about works of art, paintings, songs, dance, and theatre
	Performs simple elements of drama		
	Pretends to be on stage and use a microphone		



## NY STATE EDUCATION STANDARDS

Domain 5: Language, Communication, and Literacy			
<b>DLL classes use a broad range of dance, music, and general vocabulary to teach new concepts. Students will learn new words each week and are encouraged to practice using their new vocabulary. DLL teachers ask many leading questions to students to help them discover new words and concepts. Many narrative stories and literary pieces are used during classes.</b>			
<i>B: Receptive Vocabulary</i>		<i>C: Expressive Vocabulary</i>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Demonstrate understanding of simple directions by responding appropriately	Responds appropriately to a request	Uses new vocabulary in everyday experiences	Uses new vocabulary in spontaneous speech
Identifies at least three body parts, when requested	Has a receptive vocabulary of several hundred words in home language	Demonstrates use of an expressive vocabulary of more than 100 words in home language	Asks the meaning of unfamiliar words and then experiments with using them
Identifies some people objects, and actions by appropriate gesture or speech when named		Uses mostly two or some three syllable words	Uses words to further describe actions or adjectives
Responds to directions that include verbs		Asks others to label unfamiliar objects	Uses multiple words to explain ideas
		Uses adjectives in speech	Uses words to express emotions
		Imitates simple two-word phrases/sentences	Recites songs, finger plays, and rhymes, and tells stories
		Uses some plurals	Vocabulary of 1500 words or more
		Expresses negative statements by adding "no" in the sentence	
		Speech is 50-70% intelligible	
<i>D: Grammar and Syntax</i>		<i>E: Comprehension</i>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Uses three to four word sentences with noun and verb	Talks in sentences with five to seven words to describe people, places, events	Follows two step directions with complex sentence structures	Follows directions that involve a two or three step sequence of actions, which may not be related
Uses simple questions in speech, by may not use correct grammar	Uses more complex grammar and parts of speech	Answers simple questions	Responds to questions with verbal answers or gestures
Uses plural forms for nouns, sometimes	Describes a task, project, and/or event sequentially in three or more sentences	Asks questions that demonstrate knowledge of events or phenomena	Extends/expands the thought or idea expressed by another
Uses negatives	Asks questions for information/clarification		Engages in conversation that develops a thought or idea
Uses adjectives in phrases	Uses prepositions in everyday language, sometimes needing assistance		
	Uses possessions consistently		
	Uses past tense of irregular verbs consistently		
	May generalize grammar rules		
<i>F: Expressive/Oral Language</i>		<i>G: Listening Skills</i>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Recounts an event, with assistance	Recounts some details of a recent event	Responds to action words by performing the action	Selects specific details in a story and repeats them
Begins to recall parts of a previously heard story	Tells a short make-believe story, with assistance	Responds by looking when directed toward a certain object	Listens to others in a group discussion for a short period
Requests to hear familiar stories	Uses oral language to communicate a message	Attempts to locate objects when they are discussed by others	Responds to questions with appropriate answers
Begins to follow the sequence of events in an orally narrated story	Participates in conversations about a variety of topics	Listens to short and simple stories while walking, standing, or sitting	Gains information through listening
<i>H: Oral and Written Communication</i>		<i>I: Conventions of Social Communication</i>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Changes intonation and tone to communicate meaning	Speaks clearly enough to be understood by most listeners	Pays attention to speaker for at least a portion of a conversation	Pays attention to speaker during conversation
Uses nonverbal gestures and body language to express needs and feelings	States point of view, likes/dislikes, and opinions using words, signs or picture boards	Begins to demonstrate turn-taking in conversation	Takes turns during group conversations/discussions, usually
Addresses listener appropriately to get attention	Uses multiple word sentences or communicate needs, ideas, actions, and/or feelings	Makes a related comment	Recognizes rising and falling intonations and what they mean
Uses descriptors to describe a thing or event	Relays a simple message	Makes a formal request or response	Begins to demonstrate understanding of nonverbal cues
Uses sound effects in play	Uses pre-writing in play with other children when pretending to communicate	Follows nonverbal directions	Bilingual child adjusts his/her language and communication for, according to person with whom he/she is speaking
Demonstrates an awareness of back and forth turn-taking during conversation exchanges	Begins to draw representational figures	Whispers with initiation from adult	Whispers due to awareness of the rules of a quiet environment or to draw attention to the change in volume in room
	Dictates a story for adult to write out		
<i>J: Reading (Phonological Awareness)</i>		<i>K: Reading (Alphabetic Principles)</i>	

18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Recites phrases from familiar rhymes	Participates in and creates songs, rhymes, and games that play with sounds of language	Begins to identify letters in own name, especially initial letter	Recites all letters of the alphabet
Completes a familiar rhyme by providing the last word	Identifies initial sound of words, with assistance	Recites a song with the letters of the alphabet, with assistance	Knows that alphabet letters are a special category of symbols/pictures that can be individually named
Participates in rhyming games and songs with other children	Makes three or more letter sound correspondences		Associates the names of letters with their shapes
Imitates tempo and speed of sound	Finds objects in a picture with the same beginning sound, with assistance		Correctly identifies 10 or more letters of the alphabet
Uses sound effects in play	Differentiates between similar-sounding words		Ask "what does this say"
			Recognizes the first letter of own name
<i>M: Reading (Comprehension of Printed Material)</i>		<i>N: Reading (Awareness that written materials can be used for a variety of purposes)</i>	
18 to 36 Months	36 to 60 Months	18 to 36 Months	36 to 60 Months
Produces a multiple- word response to printed materials	Uses pictures to predict a story	Enjoys books about different things	Identifies a variety of printed materials
Uses pictures to describe actions	Fills in the blanks/missing information in a familiar story	Responds to emotional expression in a book	Uses signs in the environment for information
Recalls specific characters or actions from familiar stories	Identifies major characters in stories		
Anticipates what comes next in known stories, with assistance	Begins to understand the sequence of a story		
	Makes up an ending for a story		