

HSELOF and SDELG Crosswalk 2018

	ELOF	SDELG
	Approaches to Learning	
Infant and Toddler	Emotional and Behavioral Self-Regulation	
	IT-ATL 1. Child manages feelings and emotions with support of familiar adults.	Goal AL-5: Children persist at challenging activities in play and everyday tasks. Goal AL-6: Children are willing to try new and challenging experiences in play and everyday tasks. Goal AL-7: Children use a variety of strategies to solve problems in play and everyday tasks. Goal AL-9:
	IT-ATL 2. Child manages actions and behavior with support of familiar adults	Goal AL-4: children are engaged and maintain focus in play and everyday tasks. Goal AL-5: Children persist at challenging activities in play and everyday tasks. Goal AL-6: Children are willing to try new and challenging experiences in play and everyday tasks. Goal AL-7: Children use a variety of strategies to solve problems in play and everyday tasks. Goal AL-9: Children demonstrate creativity, imagination, and
	Cognitive Self-Regulation (Executive Function)	
	IT-ATL 3. Child maintains focus and sustains attention with support.	Goal AL-3: Children demonstrate initiative and effort in play and everyday tasks. Goal AL-4: children are engaged and maintain focus in play and everyday tasks. Goal AL-5: Children persist at challenging activities in play and everyday tasks. Goal AL-7: Children use a variety of
	IT-ATL 4. Child develops the ability to show persistence in actions and behavior.	Goal AL-3: Children demonstrate initiative and effort in play and everyday tasks. Goal AL-4: children are engaged and maintain focus in play and everyday tasks. Goal AL-5: Children persist at challenging activities in play and everyday tasks. Goal AL-6: Children are willing to try new and challenging experiences in play and everyday tasks.
	IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.	Goal AL-4: children are engaged and maintain focus in play and everyday tasks. Goal AL-5: Children persist at challenging activities in play and everyday tasks. Goal AL-6: Children are willing to try new and challenging experiences in play and everyday tasks.
	Initiative and Curiosity	
	IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.	Goal AL-1: Children demonstrate curiosity and eagerness and express interest in the world around them. Goal AL-2: Children actively seek to understand the world around them in play and everyday tasks; Goal AL-6: Children are willing to try new and challenging experiences in play and

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	IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	Goal AL-1: Children demonstrate curiosity and eagerness and express interest in the world around them. Goal AL-6: Children are willing to try new and challenging experiences in play and everyday tasks. Goal AL-7: Children use a variety of strategies to solve problems in play and everyday
	Creativity	
	IT-ATL 8. Child uses creativity to increase understanding and learning.	Goal AL-2: Children actively seek to understand the world around them in play and everyday tasks. Goal AL-6: Children are willing to try new and challenging experiences in play and everyday tasks. Goal AL-7: Children use a variety of strategies to solve problems in play and everyday
	IT-ATL 9. Child shows imagination in play and interactions with others.	Goal AL-8: Children engage in increasingly complex play Goal AL-9: Children demonstrate creativity, imagination, and inventiveness in play
Preschool	Emotional and Behavioral Self-Regulation	
	P-ATL 1. Child manages emotions with increasing independence.	Goal AL-5: Children persist at challenging activities in play and everyday tasks. Goal AL-6: Children are willing to try new and challenging experiences in play and everyday tasks.
	P-ATL 2. Child follows classroom rules and routines with increasing independence.	Goal AL-6: Children are willing to try new and challenging experiences in play and everyday tasks.
	P-ATL 3. Child appropriately handles and takes care of classroom materials.	Goal AL-7: Children use a variety of strategies to solve problems in play and everyday tasks. Goal AL-9: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.
	P-ATL 4. Child manages actions, words, and behavior with increasing independence.	Goal AL-5: Children persist at challenging activities in play and everyday tasks. Goal AL-7: Children use a variety of strategies to solve problems in play and everyday tasks.
	Cognitive Self-Regulation (Executive Function)	
	P-ATL 5. Child demonstrates an increasing ability to control impulses.	Goal AL-5: Children persist at challenging activities in play and everyday tasks.

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<p>P-ATL 6. Child maintains focus and sustains attention with minimal adult support.</p>	<p>Goal AL-3: Children demonstrate initiative and effort in play and everyday tasks.Goal AL-4: children are engaged and maintain focus in play and everyday tasks. Goal AL-6: Children are willing to try new and challenging experiences in play and everyday tasks.Goal AL-8: Children engage in increasingly complex play</p>
<p>P-ATL 7. Child persists in tasks.</p>	<p>Goal AL-4: children are engaged and maintain focus in play and everyday tasks.Goal AL-5: Children persist at challenging activities in play and everyday tasks. Goal AL-6: Children are willing to try new and challenging experiences in play and everyday tasks. Goal AL-7: Children use a variety of strategies to solve problems in play and everyday tasks.Goal AL-8: Children engage in increasingly complex play.</p>
<p>P-ATL 8. Child holds information in mind and manipulates it to perform tasks.</p>	<p>Goal AL-4: children are engaged and maintain focus in play and everyday tasks.Goal AL-7: Children use a variety of strategies to solve problems in play and everyday tasks.Goal AL-8: Children engage in increasingly complex play.</p>
<p>P-ATL 9. Child demonstrates flexibility in thinking and behavior.</p>	<p>Goal AL-4: children are engaged and maintain focus in play and everyday tasks.Goal AL-5: Children persist at challenging activities in play and everyday tasks. Goal AL-6: Children are willing to try new and challenging experiences in play and everyday tasks.Goal AL-7: Children use a variety of strategies to solve problems in play and everyday tasks.Goal AL-8: Children engage in increasingly complex play.</p>
<p>Initiative and Curiosity</p>	

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<p>P-ATL 10. Child demonstrates initiative and independence.</p>	<p>Goal AL-3: Children demonstrate initiative and effort in play and everyday tasks.Goal AL-4: children are engaged and maintain focus in play and everyday tasks. Goal AL-6: Children are willing to try new and challenging experiences in play and everyday tasks.Goal AL-9: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.</p>
<p>P-ATL 11. Child shows interest in and curiosity about the world around them.</p>	<p>Goal AL-1: Children demonstrate curiosity and eagerness and express interest in the world around them; Goal AL-2: Children actively seek to understand the world around them in play and everyday tasks.Goal AL-5: Children persist at challenging activities in play and everyday tasks.Goal AL-6: Children are willing to try new and challenging experiences in play and everyday tasks. Goal AL-8: Children engage in increasingly complex play Goal AL-9: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.</p>
<p>Creativity</p>	
<p>P-ATL 12. Child expresses creativity in thinking and communication.</p>	<p>Goal AL-2: Children actively seek to understand the world around them in play and everyday tasks. Goal AL-3: Children demonstrate initiative and effort in play and everyday tasks.Goal AL-7: Children use a variety of strategies to solve problems in play and everyday tasks.Goal AL-8: Children engage in increasingly complex play Goal AL-9: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.</p>

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P-ATL 13. Child uses imagination in play and interactions with others.	<p>Goal AL-3: Children demonstrate initiative and effort in play and everyday tasks.Goal AL-8: Children engage in increasingly complex play</p> <p>Goal AL-9: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.</p>
ELOF	SDELG
Social and Emotional Development	
Relationships with Adults	
IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks., Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.
IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks., Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.
IT-SE 3. Child learns to use adults as a resource to meet needs.	Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks., Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.
Relationships with other Children	

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Idler	IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.	Goal SED-3: Children form relationships and interact positively with other children in play and everyday tasks. Goal SED-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks., Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.
	IT-SE 5. Child imitates and engages in play with other children.	Goal SED-3: Children form relationships and interact positively with other children in play and everyday tasks. Goal SED-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks., Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.
	Emotional Functioning	
	IT-SE 6. Child learns to express a range of emotions.	Goal SED-5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks.
	IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.	Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks., Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.
IT-SE 8. Child expresses care and concern towards others.	Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks., Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.	

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Infant and Toddler	<p>IT-SE 9. Child manages emotions with the support of familiar adults.</p>	<p>Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks. Goal SED-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks. Goal SED-5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks. Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.</p>
	<p>Sense of Identity and Belonging</p>	
	<p>IT-SE 10. Child shows awareness about self and how to connect with others.</p>	<p>Goal SED-1: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks. Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks. Goal SED-3: Children form relationships and interact positively with other children in play and everyday tasks, Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.</p>
<p>IT-SE 11. Child understands some characteristics of self and others.</p>	<p>Goal SED-1: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks. Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks. Goal SED-3: Children form relationships and interact positively with other children in play and everyday tasks. Goal SED-5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks. Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.</p>	

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<p>IT-SE 12. Child shows confidence in own abilities through relationships with others.</p>	<p>Goal SED-1: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks. Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks. Goal SED-3: Children form relationships and interact positively with other children in play and everyday tasks. Goal SED-5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks. Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.</p>
<p>IT-SE 13. Child develops a sense of belonging through relationships with others.</p>	<p>Goal SED-1: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks. Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks. Goal SED-3: Children form relationships and interact positively with other children in play and everyday tasks.</p>
<p>Relationships with Adults</p>	
<p>P-SE 1. Child engages in and maintains positive relationships and interactions with adults.</p>	<p>Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks., Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.</p>

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<p>P-SE 2. Child engages in pro-social and cooperative behavior with adults.</p>	<p>Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks., Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.</p>
<p>Relationships with other Children</p>	
<p>P-SE 3. Child engages in and maintains positive interactions and relationships with other children.</p>	<p>Goal SED-3: Children form relationships and interact positively with other children in play and everyday tasks.Goal SED-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks., Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.</p>
<p>P-SE 4. Child engages in cooperative play with other children.</p>	<p>Goal SED-3: Children form relationships and interact positively with other children in play and everyday tasks.Goal SED-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks., Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.</p>

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Preschool	<p>P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.</p>	<p>Goal SED-3: Children form relationships and interact positively with other children in play and everyday tasks. Goal SED-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks., Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.</p>
	<p>Emotional Functioning</p>	
	<p>P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.</p>	<p>Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks. Goal SED-3: Children form relationships and interact positively with other children in play and everyday tasks. Goal SED-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks. Goal SED-5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks. Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.</p>

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<p>P-SE 7. Child expresses care and concern toward others.</p>	<p>Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks. Goal SED-3: Children form relationships and interact positively with other children in play and everyday tasks. Goal SED-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks. Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.</p>
<p>P-SE 8. Child manages emotions with increasing independence.</p>	<p>Goal SED-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks. Goal SED-5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks. Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.</p>
<p>Sense of Identity and Belonging</p>	
<p>P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</p>	<p>Goal SED-1: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks. Goal SED-5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks.</p>
<p>P-SE 10. Child expresses confidence in own skills and positive feelings about self.</p>	<p>Goal SED-1: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks. Goal SED-5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks.</p>

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	P-SE 11. Child has sense of belonging to family, community, and other groups.	Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks., Goal SED-3: Children form relationships and interact positively with other children in play and everyday tasks. Goal SED-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks., Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.
	ELOF	SDELG
	Language and Literacy	
	Attending and Understanding	
	IT-LC 1. Child attends to, understands, and responds to communication and language from others.	Goal CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.

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<p>IT-LC 2. Child learns from communication and language experiences with others.</p>	<p>Goal CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. Goal CLL-2: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language. Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary. Goal CLL-11: Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language.</p>
<p>Communicating and Speaking</p>	
<p>IT-LC 3. Child communicates needs and wants non-verbally and by using language.</p>	<p>Goal CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. Goal CLL-2: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language. Goal CLL-11: Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language.</p>

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Infant and Toddler	IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.	<p>Goal CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. Goal CLL-2: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language. Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary. Goal CLL-11: Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language.</p>
	IT-LC 5. Child uses increasingly complex language in conversation with others.	<p>Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.</p>
	IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.	<p>Goal CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. Goal CLL-4: Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities. Goal CLL-5: Through their explorations, play, and social interactions, children comprehend, use, and begin to reflect on and analyze information in books and other media.</p>
	Vocabulary	

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Inf	IT-LC 7. Child understands an increasing number of words used in communication with others.	<p>Goal CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.</p>
	IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	<p>Goal CLL-2: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language. Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary. Goal CLL-11: Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language.</p>
	Emergent Literacy	
	IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	<p>Goal CLL-5: Through their explorations, play, and social interactions, children comprehend, use, and begin to reflect on and analyze information in books and other media. Goal CLL-7: Through their explorations, play, and social interactions, children listen, identify, and respond to sounds, and develop phonological awareness.</p>

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<p>IT-LC 10. Child handles books and relates them to their stories or information.</p>	<p>Goal CLL-4: Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities. Goal CLL-6: Through their explorations, play and social interactions, children begin to recognize basic concepts of print and that they can get meaning from print.</p>
<p>IT-LC 11. Child recognizes pictures and some symbols, signs, or words.</p>	<p>Goal CLL-5: Through their explorations, play, and social interactions, children comprehend, use, and begin to reflect on and analyze information in books and other media. Goal CLL-6: Through their explorations, play and social interactions, children begin to recognize basic concepts of print and that they can get meaning from print. Goal CLL-8: Through their explorations, play, and social interactions children develop knowledge of letters and the alphabetic principle.</p>
<p>IT-LC 12. Child comprehends meaning from pictures and stories.</p>	<p>Goal CLL-5: Through their explorations, play, and social interactions, children comprehend, use, and begin to reflect on and analyze information in books and other media. Goal CLL-6: Through their explorations, play and social interactions, children begin to recognize basic concepts of print and that they can get meaning from print.</p>
<p>IT-LC 13. Child makes marks and uses them to represent objects or actions.</p>	<p>Goal CLL-9: Through their explorations, play, and social interactions, children use writing and drawing as means of communication. Goal CLL-10: Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.</p>

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Attending and Understanding	
<p>P-LC 1. Child attends to communication and language from others</p>	<p>Goal CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary. Goal CLL-11: Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language.</p>
<p>P-LC 2. Child understands and responds to increasingly complex communication and language from others.</p>	<p>Goal CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. Goal CLL-2: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language. Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.</p>
Communicating and Speaking	
<p>P-LC 3. Child varies the amount of information provided to meet the demands of the situation.</p>	<p>Goal CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. Goal CLL-2: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language. Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.</p>

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Preschool	<p>P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.</p>	<p>Goal CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. Goal CLL-2: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language. Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.</p>
	<p>P-LC 5. Children express self in increasingly long, detailed and sophisticated ways.</p>	<p>Goal CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. Goal CLL-2: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language. Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.</p>
	<p>Vocabulary</p>	
	<p>P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.</p>	<p>Goal CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. Goal CLL-2: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language. Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.</p>
	<p>P-LC 7. Child shows understanding of word categories and relationships among words.</p>	<p>Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.</p>
	<p>Literacy</p>	

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Phonological Awareness	
P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	Goal CLL-7: Through their explorations, play, and social interactions, children listen, identify, and respond to sounds, and develop phonological awareness. Goal CLL-8: Through their explorations, play, and social interactions children develop knowledge of letters and the alphabetic principle.
Print and Alphabet Knowledge	
P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	Goal CLL-4: Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities. Goal CLL-6: Through their explorations, play and social interactions, children begin to recognize basic concepts of print and that they can get meaning from print.
P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters	Goal CLL-8: Through their explorations, play, and social interactions children develop knowledge of letters and the alphabetic principle.
Comprehension and Text Structure	
P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary. Goal CLL-4: Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities Goal CLL-5: Through their explorations, play, and social interactions, children comprehend, use, and begin to reflect on and analyze information in books and other media.

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<p>P-LIT 5. Child asks and answers questions about a book that was read aloud.</p>	<p>Goal CLL-4: Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities. Goal CLL-5: Through their explorations, play, and social interactions, children comprehend, use, and begin to reflect on and analyze information in books and other media.</p>
<p>Writing</p>	
<p>P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.</p>	<p>Goal CLL-9: Through their explorations, play, and social interactions, children use writing and drawing as means of communication. Goal CLL-10: Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.</p>
<p>ELOF</p>	<p>SDELG</p>
<p>Cognition</p>	<p>Curriculum</p>
<p>Exploration and Discovery</p>	
<p>IT-C 1. Child actively explores people and objects to understand self, others, and objects.</p>	<p>Goal CD-1: Through their explorations, play, and social interactions, children use their senses to discover and construct knowledge about the world around them.</p>
<p>IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.</p>	<p>Goal CD-10: Through their explorations, play, and social interactions children demonstrate an understanding of relationships, roles and what it means to be a participating member of their families and the diverse groups and communities they belong to.</p>
<p>Memory</p>	

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Infant and Toddler	<p>IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.</p>	<p>Goal CD-2: Through their explorations, play, and social interactions children recall information and apply it to new situations and problems. Goal CD-10: Through their explorations, play, and social interactions children demonstrate an understanding of relationships, roles and what it means to be a participating member of their families and the diverse groups and communities they belong to. Goal CD-11: Through their explorations, play, and social interactions children identify and demonstrate appreciation of similarities and differences between themselves and others</p>
	<p>IT-C 4. Child recognizes the stability of people and objects in the environment.</p>	<p>Goal CD-2: Through their explorations, play, and social interactions children recall information and apply it to new situations and problems.</p>
	<p>IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.</p>	<p>Goal CD-1: Through their explorations, play, and social interactions, children use their senses to discover and construct knowledge about the world around them. Goal CD-2: Through their explorations, play, and social interactions, children recall information and apply it to new situations and problems</p>
	<p>Reasoning and Problem Solving</p>	
	<p>IT-C 6. Child learns to use a variety of strategies in solving problems.</p>	<p>Goal CD-2: Through their explorations, play, and social interactions children recall information and apply it to new situations and problems. Goal CD-3: Through their explorations, play, and social interactions children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</p>
	<p>IT-C 7. Child uses reasoning and planning ahead to solve problems.</p>	<p>Goal CD-3: Through their explorations, play, and social interactions children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</p>
	<p>Emergent Mathematical Thinking</p>	

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IT-C 8. Child develops sense of number and quantity.	Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.
IT-C 9. Child uses spatial awareness to understand objects and their movement in space.	Goal CD-5: Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes.
IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.	Goal CD-6: Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects.
Imitation and Symbolic Representation and Play	
IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.	Goal CD-12: Children engage in a variety of creative activities for enjoyment and self-expression including play, visual arts, music, expressive movement, and drama. GOAL AL-9: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.
IT-C 12. Child uses objects or symbols to represent something else.	Goal CD-12: Children engage in a variety of creative activities for enjoyment and self-expression including play, visual arts, music, expressive movement, and drama.
IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.	Goal CD-10: Through their explorations, play, and social interactions children demonstrate an understanding of relationships, roles and what it means to be a participating member of their families and the diverse groups and communities they belong to.
Mathematics	
Counting and Cardinality	
M 1. Child knows number names and the count sequence.	Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare

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M 2. Child recognizes the number of objects in a small set.	Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare
M 3. Child understands the relationship between numbers and quantities.	Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare
M 4. Child compares numbers.	Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare. Goal CD-6: Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects
M 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare
Operations and Algebraic Thinking	
M 6. Child understands addition as adding to and understands subtraction as taking away from.	Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.
M 7. Child understands simple patterns.	Goal CD-7: Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems. Goal CD-6: Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects
Measurement	

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Preschool	<p>P-M 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.</p>	<p>Goal CD-7: Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems. Goal CD-6: Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects</p>
	<p>Geometry and Spatial Sense</p>	
	<p>M 9. Child identifies, describes, compares, and composes shapes.</p>	<p>Goal CD-5: Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes.</p>
	<p>M 10. Child explores the positions of objects in space.</p>	<p>Goal CD-5: Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes.</p>
	<p>Scientific Reasoning:</p>	
	<p>Scientific Inquiry</p>	
	<p>S 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p>	<p>Goal CD-8: As a result of their explorations and participation in simple investigations through play, children observe, describe characteristics of, and demonstrate respect for living things, the environment, and the physical world. Goal CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</p>

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S 2. Child engages in scientific talk.	Goal CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.
PS 3. Child compares and categorizes observable phenomena.	Goal CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.
Reasoning and Problem Solving	
P-S 4. Child asks a question, gathers information, and makes predictions.	Goal CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.
P-S 5. Child plans and conducts investigations and experiments.	Goal CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.
PS 6. Child analyzes results, draws conclusions, and communicates results	Goal CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

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	ELOF	SDELG
	Perceptual Motor and Physical Development	Curriculum
Infant and Toddler	Perception	
	IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	Goal CD-1: Through their explorations, play, and social interactions, children use their senses to discover and construct knowledge about the world around them.
	IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.	Goal CD-1: Through their explorations, play, and social interactions, children use their senses to discover and construct knowledge in the world around them.
	Gross Motor	
	IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.	Goal HPD-4: Children engage in play and movement to develop the large muscle control and abilities needed to explore and move in their environment.
	IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.	Goal HPD-4: Children engage in play and movement to develop the large muscle control and abilities needed to explore and move in their environment.
	IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	Goal CD-1: Through their explorations, play, and social interactions, children use their senses to discover and construct knowledge about the world around them.
	Fine Motor	
	IT-PMP 6. Child coordinates hand and eye movements to perform actions.	Goal HPD-5: Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools.
	Health Safety and Nutrition	
	IT-PMP 7. Child uses hands for exploration, play, and daily routines.	Goal HPD-5: Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools. Goal HPD-6: Children develop personal hygiene and self-care skills.
	IT-PMP 8. Child adjusts reach and grasp to use tools.	Goal HPD-5: Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools.

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	Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	Goal HPD-6: Children develop personal hygiene and self-care skills.
	Goal IT-PMP 10. Child uses safe behaviors with support from adults.	Goal HPD-7: Children use safe behaviors and personal safety practices with support from adults.
	Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.	Goal HPD-1: Children develop healthy eating habits.
Preschool	Gross Motor	
	P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	Goal HPD-4: Children engage in play and movement to develop the large muscle control and abilities needed to explore and move in their environment.
	P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	Goal HPD-5: Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools.
	Fine Motor	
	P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	Goal HPD-5: Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools.
	Health Safety and Nutrition	
	P-PMP 4. Child demonstrates personal hygiene and self-care skills.	Goal HPD-6: Children develop personal hygiene and self-care skills.
	P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	Goal HPD-1: Children develop healthy eating habits.
P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	Goal HPD-7: Children use safe behaviors and personal safety practices with support from adults.	

Mathematics	
Counting and Cardinality	
M 1. Child knows number names and the count sequence.	Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare
M 2. Child recognizes the number of objects in a small set.	Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare
M 3. Child understands the relationship between numbers and quantities.	Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare
M 4. Child compares numbers.	Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare. Goal CD-6: Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects
M 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare
Operations and Algebraic Thinking	
M 6. Child understands addition as adding to and understands subtraction as taking away from.	Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.
M 7. Child understands simple patterns.	Goal CD-7: Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems. Goal CD-6: Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects
Measurement	

<p>P-M 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.</p>	<p>Goal CD-7: Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems.</p> <p>Goal CD-6: Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects</p>
<p>Geometry and Spatial Sense</p>	
<p>M 9. Child identifies, describes, compares, and composes shapes.</p>	<p>Goal CD-5: Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes.</p>
<p>M 10. Child explores the positions of objects in space.</p>	<p>Goal CD-5: Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes.</p>
<p><i>Scientific Reasoning:</i></p>	
<p>Scientific Inquiry</p>	
<p>S 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p>	<p>Goal CD-8: As a result of their explorations and participation in simple investigations through play, children observe, describe characteristics of, and demonstrate respect for living things, the environment, and the physical world. Goal CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</p>
<p>S 2. Child engages in scientific talk.</p>	<p>Goal CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</p>
<p>PS 3. Child compares and categorizes observable phenomena.</p>	<p>Goal CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</p>
<p>Reasoning and Problem Solving</p>	

P-S 4. Child asks a question, gathers information, and makes predictions.	Goal CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.
P-S 5. Child plans and conducts investigations and experiments.	Goal CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.
PS 6. Child analyzes results, draws conclusions, and communicates results	Goal CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

Gross Motor	
P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	Goal HPD-4: Children engage in play and movement to develop the large muscle control and abilities needed to explore and move in their environment.
P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	Goal HPD-5: Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools.
Fine Motor	
P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	Goal HPD-5: Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools.
Health Safety and Nutrition	
P-PMP 4. Child demonstrates personal hygiene and self-care skills.	Goal HPD-6: Children develop personal hygiene and self-care skills.
P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	Goal HPD-1: Children develop healthy eating habits.
P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	Goal HPD-7: Children use safe behaviors and personal safety practices with support from adults.