ELOF Infant/Toddler	SDELG
Approaches to Learning	**Approaches to Learning**
Emotional and Behavioral Self-Regulation	
IT-ATL 1. Child manages feelings and emotions with support of familiar adults.	**AL-5**: Children persist at challenging activities in play and everyday tasks. **AL-6**: Children are willing to try new and challenging experiences in play and everyday tasks. **AL-7**: Children use a variety of strategies to solve problems in play and everyday tasks. **AL-9**: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.
IT-ATL 2. Child manages actions and behavior with support of familiar adults.	**AL-4**: children are engaged and maintain focus in play and everyday tasks. **AL-5**: Children persist at challenging activities in play and everyday tasks. **AL-6**: Children are willing to try new and challenging experiences in play and everyday tasks. **AL-7**: Children use a variety of strategies to solve problems in play and everyday tasks. **AL-9**: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.
Cognitive Self-Regulation (Executive Function)	
IT-ATL 3. Child maintains focus and sustains attention with support.	**AL-3**: Children demonstrate initiative and effort in play and everyday tasks. **AL-4**: children are engaged and maintain focus in play and everyday tasks. **AL-5**: Children persist at challenging activities in play and everyday tasks. **AL-7**: Children use a variety of strategies to solve problems in play and everyday tasks. **AL-8**: Children engage in increasingly complex play.
IT-ATL 4. Child develops the ability to show persistence in actions and behavior.	**AL-3**: Children demonstrate initiative and effort in play and everyday tasks. **AL-4**: children are engaged and maintain focus in play and everyday tasks. **AL-5**: Children persist at challenging activities in play and everyday tasks. **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.	**AL-4**: Children are engaged and maintain focus in play and everyday tasks. **AL-5**: Children persist at challenging activities in play and everyday tasks. **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.	**AL-1**: Children demonstrate curiosity and eagerness and express interest in the world around them.

	AL-2: Children actively seek to understand the world around them in play and everyday tasks. **AL-6**: Children are willing to try new and challenging experiences in play and everyday tasks. **AL-7**: Children use a variety of strategies to solve problems in play and everyday tasks. **AL-8**: Children engage in increasingly complex play.
IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	**AL-1:** Children demonstrate curiosity and eagerness and express interest in the world around them. **AL-6**: Children are willing to try new and challenging experiences in play and everyday tasks. **AL-7**: Children use a variety of strategies to solve problems in play and everyday tasks. **AL-8:** Children engage in increasingly complex play. **AL-9:** Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.
Creativity	
IT-ATL 8. Child uses creativity to increase understanding and learning.	**AL-2**: Children actively seek to understand the world around them in play and everyday tasks. **AL-6**: Children are willing to try new and challenging experiences in play and everyday tasks. **AL-7**: Children use a variety of strategies to solve problems in play and everyday tasks. **AL-8**: Children engage in increasingly complex play. **AL-9**: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks. **CD-13:** Children demonstrate an appreciation for different forms of art including visual arts, music, expressive movement, and drama.
IT-ATL 9. Child shows imagination in play and interactions with others.	**AL-8**: Children engage in increasingly complex play. **AL-9**: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks. **CD-13:** Children demonstrate an appreciation for different forms of art including visual arts, music, expressive movement, and drama.

ELOF Preschool	SDELG
Approaches to Learning	**Approaches to Learning**
Emotional and Behavioral Self-Regulation	
P-ATL 1. Child manages emotions with increasing independence.	**AL-5:** Children persist at challenging activities in play and everyday tasks. **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.	**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.	**AL-7:** Children use a variety of strategies to solve problems in play and everyday tasks. **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.	**AL-5:** Children persist at challenging activities in play and everyday tasks. **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.	**AL-5**: Children persist at challenging activities in play and everyday tasks.
P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	**AL-3:** Children demonstrate initiative and effort in play and everyday tasks. **AL-4:** children are engaged and maintain focus in play and everyday tasks. **AL-6:** Children are willing to try new and challenging experiences in play and everyday tasks. **AL-8:** Children engage in increasingly complex play.
P-ATL 7. Child persists in tasks.	**AL-4**: children are engaged and maintain focus in play and everyday tasks. **AL-5**: Children persist at challenging activities in play and everyday tasks. **AL-6**: Children are willing to try new and challenging experiences in play and everyday tasks. **AL-7**: Children use a variety of strategies to solve problems in play and everyday tasks. **AL-8**: Children engage in increasingly complex play.
P-ATL 8. Child holds information in mind and manipulates it to perform tasks.	**AL-4:** children are engaged and maintain focus in play and everyday tasks**.** **AL-7:** Children use a variety of strategies to solve problems in play and everyday tasks. **AL-8:** Children engage in increasingly complex play.
P-ATL 9. Child demonstrates flexibility in thinking and behavior.	**AL-4**: children are engaged and maintain focus in play and everyday tasks. **AL-5**: Children persist at challenging activities in play and everyday tasks.

	AL-6: Children are willing to try new and challenging experiences in play and everyday tasks. **AL-7**: Children use a variety of strategies to solve problems in play and everyday tasks. **AL-8**: Children engage in increasingly complex play.
Initiative and Curiosity	
P-ATL 10. Child demonstrates initiative and independence.	**AL-3**: Children demonstrate initiative and effort in play and everyday tasks. **AL-4**: children are engaged and maintain focus in play and everyday tasks. **AL-6**: Children are willing to try new and challenging experiences in play and everyday tasks. **AL-9**: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.
P-ATL 11. Child shows interest in and curiosity about the world around them.	**AL-1**: Children demonstrate curiosity and eagerness and express interest in the world around them. **AL-2:** Children actively seek to understand the world around them in play and everyday tasks. **AL-5**: Children persist at challenging activities in play and everyday tasks. **AL-6**: Children are willing to try new and challenging experiences in play and everyday tasks. **AL-8**: Children engage in increasingly complex play **AL-9**: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.
Creativity	
P-ATL 12. Child expresses creativity in thinking and communication.	**AL-2**: Children actively seek to understand the world around them in play and everyday tasks. **AL-3**: Children demonstrate initiative and effort in play and everyday tasks. **AL-7**: Children use a variety of strategies to solve problems in play and everyday tasks. **AL-8**: Children engage in increasingly complex play. **AL-9**: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.
P-ATL 13. Child uses imagination in play and interactions with others.	**AL-3**: Children demonstrate initiative and effort in play and everyday tasks. **AL-8**: Children engage in increasingly complex play. **AL-9**: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.

ELOF Infant/Toddler	SDELG
Social and Emotional Development	**Social and Emotional Development**
Relationships with Adults	
IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. **IT-SE 2.** Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. **IT-SE 3.** Child learns to use adults as a resource to meet needs.	**SED-2**: Children form relationships and interact positively with familiar adults in play and everyday tasks. **SED-6:** Children recognize and respond to the needs and feelings of others in play and everyday tasks.
Relationships with other Children	
IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children. **IT-SE 5.** Child imitates and engages in play with other children.	**SED-3**: Children form relationships and interact positively with other children in play and everyday tasks. **SED-4**: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks. **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.	**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. **IT-SE 8.** Child expresses care and concern towards others.	**SED-2**: Children form relationships and interact positively with familiar adults in play and everyday tasks. **SED-6**: Children recognize and respond to the needs and feelings of others in play and everyday tasks.
IT-SE 9. Child manages emotions with the support of familiar adults.	**SED-2**: Children form relationships and interact positively with familiar adults in play and everyday tasks.

	SED-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks. **SED-5**: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks. **SED-6**: Children recognize and respond to the needs and feelings of others in play and everyday tasks.
Sense of Identity and Belonging	
IT-SE 10. Child shows awareness about self and how to connect with others.	**SED-1**: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks. **SED-2**: Children form relationships and interact positively with familiar adults in play and everyday tasks. **SED-3:** Children form relationships and interact positively with other children in play and everyday tasks. **SED-6:** Children recognize and respond to the needs and feelings of others in play and everyday tasks.
IT-SE 11. Child understands some characteristics of self and others. **IT-SE 12.** Child shows confidence in own abilities through relationships with others.	**SED-1**: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks. **SED-2**: Children form relationships and interact positively with familiar adults in play and everyday tasks. **SED-3:** Children form relationships and interact positively with other children in play and everyday tasks. **SED-5**: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks. **SED-6**: Children recognize and respond to the needs and feelings of others in play and everyday tasks.
IT-SE 13. Child develops a sense of belonging through relationships with others.	**SED-1**: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks. **SED-2**: Children form relationships and interact positively with familiar adults in play and everyday tasks. **SED-3**: Children form relationships and interact positively with other children in play and everyday tasks.

ELOF Preschool	SDELG
Social and Emotional Development	**Social and Emotional Development**
Relationships with Adults	
P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	**SED-2**: Children form relationships and interact positively with familiar adults in play and everyday tasks.
P-SE 2. Child engages in pro-social and cooperative behavior with adults.	**SED-6**: Children recognize and respond to the needs and feelings of others in play and everyday tasks.
Relationships with other Children	
P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	**SED-3**: Children form relationships and interact positively with other children in play and everyday tasks.
P-SE 4. Child engages in cooperative play with other children.	**SED-4**: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks.
P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	**SED-6**: Children recognize and respond to the needs and feelings of others in play and everyday tasks.
Emotional Functioning	
P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	**SED-2**: Children form relationships and interact positively with familiar adults in play and everyday tasks. **SED-3**: Children form relationships and interact positively with other children in play and everyday tasks. **SED-4**: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks. **SED-5**: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks. **SED-6**: Children recognize and respond to the needs and feelings of others in play and everyday tasks.
P-SE 7. Child expresses care and concern toward others.	**SED-2**: Children form relationships and interact positively with familiar adults in play and everyday tasks. **SED-3**: Children form relationships and interact positively with other children in play and everyday tasks.

	SED-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks. **SED-6**: Children recognize and respond to the needs and feelings of others in play and everyday tasks.
P-SE 8. Child manages emotions with increasing independence.	**SED-4**: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks. **SED-5**: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks. **SED-6**: Children recognize and respond to the needs and feelings of others in play and everyday tasks.
Sense of Identity and Belonging	
P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	**SED-1**: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks. **SED-5**: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks.
P-SE 10. Child expresses confidence in own skills and positive feelings about self.	
P-SE 11. Child has sense of belonging to family, community, and other groups.	**SED-2**: Children form relationships and interact positively with familiar adults in play and everyday tasks. **SED-3**: Children form relationships and interact positively with other children in play and everyday tasks. **SED-4**: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks. **SED-6:** Children recognize and respond to the needs and feelings of others in play and everyday tasks.

ELOF Infant/Toddler	SDELG
Language and Communication	**Communication, Language & Literacy**
Attending and Understanding	
IT-LC 1. Child attends to, understands, and responds to communication and language from others.	**CLL-1**: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. **CLL-3**: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.
IT-LC 2. Child learns from communication and language experiences with others.	**CLL-1:** Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. **CLL-2**: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language. **CLL-3**: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary. **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.
Communicating and Speaking	
IT-LC 3. Child communicates needs and wants non-verbally and by using language.	**CLL-1**: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. **CLL-2:** Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language. **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.
IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.	**CLL-1**: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. **CLL-2**: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language. **CLL-3**: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary. **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.

IT-LC 5. Child uses increasingly complex language in conversation with others.	**CLL-3:** Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.
IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.	**CLL-1**: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. **CLL-4**: Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities. **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.
Vocabulary	
IT-LC 7. Child understands an increasing number of words used in communication with others.	**CLL-1:** Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. **CLL-3**: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.
IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	**CLL-2**: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language. **CLL-3**: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary. **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.
Emergent Literacy	
IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	**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. **CLL-7**: Through their explorations, play, and social interactions, children listen, identify, and respond to sounds, and develop phonological awareness.
IT-LC 10. Child handles books and relates them to their stories or information.	**CLL-4**: Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities. **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.
IT-LC 11. Child recognizes pictures and some symbols, signs, or words.	**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. **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.

	CLL-8: Through their explorations, play, and social interactions children develop knowledge of letters and the alphabetic principle.
IT-LC 12. Child comprehends meaning from pictures and stories.	**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. **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.
IT-LC 13. Child makes marks and uses them to represent objects or actions.	**CLL-9**: Through their explorations, play, and social interactions, children use writing and drawing as means of communication. **CLL-10**: Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.

ELOF Preschool	SDELG
Language and Communication	**Communication, Language & Literacy**
Attending and Understanding	
P-LC 1. Child attends to communication and language from others	**CLL-1**: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. **CLL-3**: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary. **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-LC 2. Child understands and responds to increasingly complex communication and language from others.	**CLL-1**: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. **CLL-2**: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language. **CLL-3**: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.
Communicating and Speaking	
P-LC 3. Child varies the amount of information provided to meet the demands of the situation.	**CLL-1**: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. **CLL-2**: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language. **CLL-3**: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.
P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.	
P-LC 5. Children express self in increasingly long, detailed and sophisticated ways.	
Vocabulary	
P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	**CLL-1**: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes. **CLL-2**: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language. **CLL-3**: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.

P-LC 7. Child shows understanding of word categories and relationships among words.	**CLL-3**: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.
Literacy	
Phonological Awareness	
P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	**CLL-7**: Through their explorations, play, and social interactions, children listen, identify, and respond to sounds, and develop phonological awareness. **CLL-8**: Through their explorations, play, and social interactions children develop knowledge of letters and the alphabetic principle.
P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	**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.	**CLL-3:** Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary. **CLL-4**: Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities. **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-LIT 5. Child asks and answers questions about a book that was read aloud.	**CLL-4**: Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities. **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.
Writing	
P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	**CLL-9**: Through their explorations, play, and social interactions, children use writing and drawing as means of communication. **CLL-10**: Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.

ELOF Infant/Toddler	SDELG
Cognition	**Cognitive Development**
Exploration and Discovery	
IT-C 1. Child actively explores people and objects to understand self, others, and objects.	**CD-1**: Through their explorations, play, and social interactions, children use their senses to discover and construct knowledge about the world around them. **CD-8**: As a result of their explorations and participation in simple investigations through play, children observe, describe, and demonstrate respect for living things, the environment, and the physical world. **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.
IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.	**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. **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.
Memory	
IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	**CD-2:** Through their explorations, play, and social interactions children recall information and apply it to new situations and problems. **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. **CD-11**: Through their explorations, play, and social interactions children identify and demonstrate appreciation of similarities and differences between themselves and others.
IT-C 4. Child recognizes the stability of people and objects in the environment.	**CD-2**: Through their explorations, play, and social interactions children recall information and apply it to new situations and problems.
IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.	**CD-1**: Through their explorations, play, and social interactions, children use their senses to discover and construct knowledge about the world around them. **CD-2**: Through their explorations, play, and social interactions, children recall information and apply it to new situations and problems.

Reasoning and Problem Solving	
IT-C 6. Child learns to use a variety of strategies in solving problems.	**CD-2**: Through their explorations, play, and social interactions children recall information and apply it to new situations and problems. **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.
IT-C 7. Child uses reasoning and planning ahead to solve problems.	**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.
Emergent Mathematical Thinking	
IT-C 8. Child develops sense of number and quantity.	**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.	**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.	**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 & Play	
IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.	**CD-12:** Children engage in a variety of creative activities for enjoyment and self-expression including play, visual arts, music, expressive movement, and drama. **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.	**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.	**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.

ELOF Preschool	SDELG
Cognition	**Cognitive Development**
Mathematics	
Counting and Cardinality	
P-M 1. Child knows number names and the count sequence.	**CD-4:** Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.
P-M 2. Child recognizes the number of objects in a small set.	
P-M 3. Child understands the relationship between numbers and quantities.	
P-M 4. Child compares numbers.	**CD-4**: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare. **CD-6**: Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects.
P-M 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	**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	
P-M 6. Child understands addition as adding to and understands subtraction as taking away from.	**CD-4**: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.
P-M 7. Child understands simple patterns.	**CD-7**: Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems. **CD-6**: Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects.
Measurement	
P-M 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	**CD-7**: Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems. **CD-6**: Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects
Geometry and Spatial Sense	

P-M 9. Child identifies, describes, compares, and composes shapes.	**CD-5**: Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes.
P-M 10. Child explores the positions of objects in space.	
Scientific Reasoning:	
Scientific Inquiry	
P-S 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	**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. **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 2. Child engages in scientific talk.	**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 3. Child compares and categorizes observable phenomena.	
Reasoning and Problem Solving	
P-S 4. Child asks a question, gathers information, and makes predictions.	**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.	
PS 6. Child analyzes results, draws conclusions, and communicates results	

ELOF Infant/Toddler	SDELG
Perceptual Motor and Physical Development	
Perception	
IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	**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.	
Gross Motor	
IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.	**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.	
IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	**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.	**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.	**HPD-5**: Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools. **HPD-6**: Children develop personal hygiene and self-care skills.
IT-PMP 8. Child adjusts reach and grasp to use tools.	**HPD-5**: Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools.
IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	**HPD-6**: Children develop personal hygiene and self-care skills.

IT-PMP 10. Child uses safe behaviors with support from adults.	**HPD-7**: Children use safe behaviors and personal safety practices with support from adults.
IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.	**HPD-1**: Children develop healthy eating habits.

ELOF Preschool	SDELG
Perceptual Motor and Physical Development	
Gross Motor	
P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	**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.	**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.	**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.	**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.	**HPD-1**: Children develop healthy eating habits.
P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	**HPD-7:** Children use safe behaviors and personal safety practices with support from adults.