

TN EC EL Developmental Standards
For
The Little Engine That Could

For the purpose of aligning the **Read It Once Again** Curriculum with the Tennessee Early Childhood Early Learning Developmental Standards, a sequential numerical system has been created. This numerical assignment is for identification purposes **only**. The complete TN EC EL Developmental Standards can be found on the Tennessee Department of Education's website.

TN EC EL Developmental Standards
For
The Little Engine That Could

Speech and Language

Speech and Language Development for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers
Language Development	Communication	Receptive Language	Listens with understanding and interest to conversations, directions, music and a variety of reading materials	Responds correctly to questions about own name, sex and age	LCR1
				Understands size comparatives	LCR2
				Understands relationships expressed by "if," "then" or "because" sentences	LCR3
				Understands "let's pretend" and "make-believe"	LCR4
				Listens attentively and shows understanding of story plot by responding to questions	LCR5
			Demonstrates understanding of conversations through own actions and responses to directions and questions	Anticipates correct response to statements made regarding familiar routines (goes and gets coat when told it's time to go outside, finds own blanket and mat when told it's nap time)	LCR6
				Knows where he lives (i.e., street name and number)	LCR7
				Understands colors and can identify basic colors when asked (red, yellow, blue, green, orange, purple and others)	LCR8
				Understands responses to "Hi" and "How are you?" and answers appropriately	LCR9
				Carries out a three-part, related direction (three levels would be "Please, would you get the can of dog food out of the refrigerator and feed the puppy?")	LCR10

Speech and Language Development for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers
Language Development	Communication	Expressive Language	Uses language for a variety of purposes	Tells familiar stories	LCE1
				Likes to make up stories; likes silly words and stories	LCE2
				Knows and tells names and sex of family members	LCE3
				Engages in imaginary talk; plays both roles	LCE4
				Asks many questions; wants to know how answers fit into her own thoughts and understanding	LCE5
				Shows lots of imagination in verbal expressions	LCE6
				Tells the sequence of a story with appropriate pictures	LCE7
			Participates in conversations	Likes to talk about things that have happened and will happen	LCE8
				Continues to ask questions to keep conversation going	LCE9
				Participates in meaningful, two-way conversation with another person	LCE10
				Continues to ask many "who," "what," "why" and "where" questions	LCE11

Speech and Language Development for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers
Language Development	Communication	Expressive Language	Uses conventions of speech while expressing ideas	May combine sentences in conversation	LCE13
				Expresses both physical and emotional feelings	LCE14
				Uses more plural words but may over-generalize (foots for feet)	LCE15
				Understands past tense, adds "ed" to verbs	LCE16
				Uses contractions regularly	LCE17
				Uses new vocabulary and grammatical construction in language	LCE18
				Talks in complete, complex sentences 4-8 words in length	LCE19
		Speech	Speech is clear enough to be understood by most people	Uses some slang words and common colloquial expressions like "Mama <u>carried</u> grandma to the doctor."	LCS1
				Produces most of the consonant sounds of our language correctly	LCS2
				May still have some difficulty saying certain sounds that are hard to produce, most frequently with (r), (er) and (l)	LCS3
Says multi-syllable words easily (balloon, dinosaur, umbrella, automobile)	LCS4				

Speech and Language Development for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers	Kindergarten Correlations
Language Development	Communication	Receptive Language	Listens with understanding and interest to conversations, directions, music and a variety of reading materials	Understands "today"	LCR1	Math K.4.1.c
				Knows the names and sex of family members	LCR2	Hlth K.5.1 Lvl 1&2
				Understands the concept of siblings and can name brothers and sisters	LCR3	Hlth K.5.1 Lvl 1
				Knows concept of age (e.g. big brother/oldest brother; baby sister/littlest sister)	LCR4	Hlth K.5.2/3
				Understands the meaning of more prepositions (e.g. "beneath," "between," "below")	LCR5	Math K.3.2
				Understands "yesterday" and "tomorrow"	LCR6	Math K.4.1.c
				Defines objects by their use	LCR7	Math K.4.2/VA K.1.0
				Understands "same" and "different"	LCR8	*Math k.3.3
				Carries out a four-order, related direction (four levels would be "Time to go to bed; you need to take a bath, brush your teeth, put on your clean pajamas and find your favorite books for me to read to you.")	LCR9	*L/A K.1.02e
				Able to follow several unrelated directions in proper order, such as "Turn off the television, pick up the toys in your bedroom, and then come to the table for lunch."	LCR10	L/A K.1.02.a/e
				Understands simple, then more complex, sequences of events	LCR11	L/AK.1.02.b
				Understands concept of more/less, full/empty, which lays a foundation for math concepts	LCR12	*Math K.4.1.a/b

Speech and Language Development for 49 through 60 months (4 to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlations	Kindergarten Correlations
Language Development	Communication	Expressive Language	Uses language for a variety of purposes	Likes telling and retelling stories, poems and songs	LCE1	L/A K.1.01.h
				Tells the sequence of a story without pictures	LCE2	L.A K.1.01.i
				Talks about something that is not in front of him ("Last night, we went to the movies.")	LCE3	L/A K.1.01.e/f/g
				Easily expresses his feelings, fears, ideas, wishes and dreams	LCE4	L/A K.1.03.c
				Says full name and full address; knows more about where she lives (state, country)	LCE5	L/A K.3.03.b
			Uses conventions of speech while expressing ideas	Uses, past, present and future verb tense	LCE6	L/A K.3.01.b
				Understands "yesterday," "today" and "tomorrow"	LCE7	Math K.4.1.c
				May use slang (e.g., "Give me five," "Cool!")	LCE8	L/A K.1.02.d
				Generally uses sentences with correct grammar	LCE9	L/A K.3.01/04
				Pronounces new words easily	LCE10	L/A K.1.01.b
		Has expanding vocabulary (keep in mind that a child knows more words than he says)		LCE11	L/A K.1.01.a	
		Understands and uses colloquial expressions in daily conversation (e.g. bag/sack—"I have a <u>bag</u> of popcorn," or "I have a <u>sack</u> of candy," take/carry—"Momma <u>took</u> Grandma to the doctor," or "Momma <u>carried</u> Grandma to the doctor," pick up children/hook-up—"Momma's going to pick up the children from school today." Or "Momma's going to run the hook-up today.")		LCE12	L/A K.1.01.a	
		Talks in more complete and more complex sentences; sentences are related to each other and fit together in thought		LCE13	L/A K.1.01.e/f/i/3.04	

Speech and Language Development for 49 months through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlations	Kindergarten Correlations
Language Development	Communication	Expressive Language	Participates in conversations	Takes turns in conversation and then interrupts less frequently	LCE14	L/A K.1.01 e/g/1.02.b
				Engages in "give and take" conversations with friends on topics of interest	LCE15	L/A K.1.01.g
		Speech	Speaks clearly enough to be understood	Generally produces all sounds of language accurately and is easily understood by others	LCS1	L/A K.1.04
				Learns to say new words easily, even those with 4 or 5 syllables (e.g. "hippopotamus," "television," "rhinoceros")	LCS2	L/A K.1.04.g
				Uses a dialect that matches peers and adults in family, neighborhood and part of country in which he lives	LCS3	*L/A K.1.01
				Uses dialect that patterns the rhythm, pitches, stress and intonation of geographic area and cultural background	LCS4	*L/A K.1.01

Cognitive Development

Speech and Language Development for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers
Cognitive Development	Early Literacy	Verbal Expression and Communication	Engages verbally with stories in books and movies	Makes relevant comments and asks logical questions about the story; begins to predict what will happen next	CELV1
				Tells own story, with a sequence, using one or more pictures	CELV2
			Uses more advanced sentence structure and varied vocabulary in verbal expression	Speaks in longer sentences, using more adjectives and adverbs, and some clauses beginning with when, if, after; asks to have unknown words explained	CELV3
				Asks for names of unknown objects, colors, etc.	CELV4
		Listening and Understanding	Listens attentively to stories, conversations, and explanations and demonstrates understanding	Maintains attention to stories and responds to questions appropriately	CELL1
				Participates with understanding in activities with stories, songs, finger plays and poems	CELL2
				Notifies if reader omits parts of a familiar story	CELL3
			Understands an increasingly complex and varied vocabulary for objects, attributes, actions and events	Comprehends and uses new words that are introduced with stories, thematic units, field trips and other daily activities	CELL4

Early Literacy for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers
Cognitive Development	Early Literacy	Phonological Awareness	Initiates word play and like rhymes and silly sounds and words	Repeats rhymes without prompts and enjoys rhymes in songs, poems, and finger plays	CELPH1
				Identifies whether or not two words rhyme	CELPH2
			Enjoys stories with alliteration, where all words have the same speech sound; plays with the sounds and participates in the production of more words	CELPH3	
			Completes a rhyme and recites at least three rhymes	With a familiar poem, supplies a missing word that rhymes with another word	CELPH4
			Begins to detect the syllable structure (rhythm) of oral words	Claps or beats the rhythm (syllable beats) in own name and other familiar names	CELPH5
			Begins to combine (blend) parts of compound words to make a whole word	When the adult provides 2 words that can be combined to form a compound word, child identifies the compound word (e.g., given base and ball, she produces the word baseball)	CELPH6

Early Literacy for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers
Cognitive Development	Early Literacy	Print Awareness	Demonstrates interest in books and what they contain	Recognizes specific books by their covers; asks to be read to; asks for favorite books to be read again and again; pretends to read; makes comments and asks questions as story is read; participates in re-reading by supplying repetitive phrases	CELPR1
			Understands how books work and the way they are handled	Recognizes when books are upside down or backwards and turns to correct orientation	CELPR2
			Begins to attend to print in the environment, especially own name	Asks questions about printed name and letters in it, recognizes printed name and attempts to print; uses same purposeful scribbling when "writing"	CELPR3
			Shows awareness that print conveys a message, that print is read rather than the pictures	Begins to look at and comment about the print as much as the pictures; begins to "read" common signs and other print when traveling in a vehicle	CELPR4

Early Literacy for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers
Cognitive Development	Early Literacy	Visual Discrimination	Discriminates likenesses/differences in real objects	Identifies which objects are the same or different in color, shape, size, texture	CELV1
			Discriminates likenesses/differences in pictured objects	Can discriminate which pictured objects are alike or different based on color, shape, size, number	CELV2
		Visual Whole-Part-Whole Relationships	Develops awareness of parts and wholes and how the parts relate to the whole	Completes puzzles of 4 to 10 pieces; notices and identifies missing parts and common objects; constructs a simple block design, using a model	CELV3
				Finds hidden figure pictures	CELV4
		Visual Sequencing (Patterning)	Uses left-to-right and top-to-bottom scanning and observes and reproduces each element in a pattern of 3-dimensional objects	Continues a color-, or shape- or size pattern using a concrete model	CELV5
				Continues a pattern of 2 variables (shape and color, color and size, or size and shape) from a concrete model	CELV6
		Letter Recognition	Begins to recognize beginning letter of familiar words or environmental print	Looks at peer's name in print and recognizes that Johnny starts with the same letter as his own name, Joshua	CELLR1
				Attempts to "write" his own name	"Writes" name on paper; letters may or may not be readily identified by others; letters may or may not be from left to right or in a straight line

Early Literacy for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers	Kindergarten Correlations
Cognitive Development	Early Literacy	Listening and Understanding	Understands story events and overall theme, and conversations	Recalls more detail from stories, using growing vocabulary	CELL1	K1.02c
				Recalls many events from recent experiences (e.g., field trip or family excursion)	CELL2	
				Holds conversation with adults or peers about familiar books	CELL3	K.1.02b
			Relates a plot of story to self and own experiences	Makes comments during story reading that relate the story content to previous stories, or to his own life experiences	CELL4	K.1.02
				Correctly answers questions about the story plot and events	CELL5	
			Can organize more events and more complex events in sequential order	Shows understanding of stories with more complex chain of events	CELL6	
				Begins to predict what might happen next	CELL7	
				Follows a sequence of 3 directions	CELL8	K.1.02, HSI IA2

Early Literacy for 49through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers	Kindergarten Correlations
Cognitive Development	Early Literacy	Verbal Expression and Communication	Engages in dialogue (conversation with others)	Asks questions and makes comments related to a topic of discussion	CELVE1	K 1.01e K 1.01g
				Understands and uses past, present, and future verb tense appropriately	CELVE2	HS I B2
			Organizes major steps of an event or story in sequential order	Retells story with many events in appropriate sequence, with and without pictures	CELVE3	K 1.01D K 1.01h
				Verbalizes the major events of the day with some sequential order	CELVE4	K 1.01i
			Uses an increasingly complex and varied spoken vocabulary and sentence structure	Labels objects in books using a variety of adjectives	CELVE5	K 1.01a K 1.01h
				Comments on characters and events in books and movies	CELVE6	HS I B3
			Asks many types of questions and responds correctly to many types of questions	Asks and answers who, what, where, when, why questions	CELVE7	K 1.01g K 1.01a HS I B4

Early Literacy for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers	Kindergarten Correlations
Cognitive Development	Early Literacy	Phonological Awareness	Develops increasing sense of syllable structure in oral words	Claps or beats the syllable rhythm in 2- to 4- syllable words	CELPH1	K 1.04g HS IIA4
			Produces rhyming words	Produces, independently of adult assistance, a word, real or nonsense, which rhymes with his name or another given word (make sure that she is varying her responses and not memorizing rhyming pairs)	CELPH2	K 1.04e HS IIA3
			Starts to develop an awareness of beginning sounds in words	Identifies whether or not two words begin with the same sound (when adult gives 3 or 4 oral words, child selects those that begin with the same sound and identifies the sound, not the letter)	CELPH3	K 1.04f HS IIA2
				Names several words that begin with the same sound as his name	CELPH4	
			Continues to increase awareness of the syllable structure of oral words	Consistently claps the syllable beat of words of up to 4 syllables; blends given syllables to identify a whole word; deletes a syllable from a compound word and identifies the remaining part	CELPH5	K 1.04g K 1.04c HS IIA4

Early Literacy for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers	Kindergarten Correlations
Cognitive Development	Early Literacy	Print Awareness	Understands concept of spoken and written word and that alphabet letters have individual names	Recognizes printed name and those of siblings or playmates; identifies some of the letters in own name; routinely puts "name" on his products	CELP1	K 1.03b K 1.03f HS IIC2 HS IIC4
			Shows interest in purpose writing	"Writes" messages as part of play activities; asks for help to make a list of things or write a note to someone special	CELP2	K 1.03 d HS IID1
			Shows good understanding of conventions of print	Uses book reading conventions: "reading" front to back, turning 1 page at a time, looking from top to the bottom of the page, pointing left to right.	CELP3	K 1.03 c K 1.03 e HS 11B4
			Demonstrates good word awareness, calls attention to print in the environment, and recognizes some common words	Identifies familiar words in books and in environment	CELP4	K 1.03 a K 1.03 b HS IIC1
			Routinely engages in purposeful reading and writing	Includes reading and writing activities in dramatic play; initiates writing notes to people; shows pride in writing attempts	CELP5	K 1.03 d HS IIC2 HS IID1 HS IID4

Early Literacy for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers	Kindergarten Correlations
Cognitive Development	Early Literacy	Visual Discrimination	Discriminates likenesses and differences in black and white shapes, figures, and designs with subtle differences in detail or orientation	Selects the figure(s) or design(s) that differ based on fine internal difference or orientation	CELV1	Art K2.1/2 Math K3.1
			Discriminates likenesses and differences in symbols	Correctly sorts letters and numerals and can find words that match; names a few letters and numerals	CELV2	Math K2.1
		Visual Whole-Part-Whole Relationships	Further develops awareness of relationships of parts and wholes using more abstract figures	Completes puzzles of 8-20 pieces	CELV3	
				Reproduces a 2-dimensional design with parts that vary by color and shape; constructs representations of objects from parts, with no model	CELV4	Math K3.1
		Visual Sequencing (Patterning)	Uses left-to-right and top-to-bottom scanning; observes and reproduces a pattern with 3-dimensional objects by using a 2-dimensional paper model	Reproduces simple color, size and shape patterns from a paper model	CELV5	Math K2.2

Early Literacy for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers	Kindergarten Correlations
Cognitive Development	Early Literacy	Letter Recognition	Begins to recognize letters	Recognizes letters of her own name (first and then last) and letters that frequently occur in environmental print	CELLR1	K 3.03 b
				Recognizes letters in a specific context (mostly environmental print), but may not recognize them when the context changes	CELLR2	K 3.02 a/f
				Is more likely to confuse uppercase letters within each of the following groups - DCGOQ, BRPSJU, EF, and NMWAVYHLITKXZ - but make distinctions between letters that belong to different groups	CELLR3	K 3.02 a/b
				Knows part of the ABC sequence by rote, but does not use it to associate a letter symbol with a letter name	CELLR4	K 1.3 b K 3.02f
			Begins to recognize frequently occurring uppercase and some of the most frequently occurring lowercase letters	Can recognize some letters both in a familiar context (own name, environmental print) and in isolation	CELLR5	K 3.02/03
				Recites ABCs; matches letter symbol with letter names by rote, but may have difficulty with letters that come later in the sequence (e.g., identifies KLMNOP as one letter); discriminates differences between upper and lower case letters	CELLR6	K 1.03 f

Math and Science for 37 months through 48 months (3 years 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers
Cognitive Development	Math	Number and Operations	Begins to identify and label objects using numbers	Counts a collection of 1-4 items and begins to understand that the last counting word tells how many	CMN1
				Can quickly "see" and label a group of objects of one to three with a number	CMN2
				Begins to make use of one-to-one correspondence in counting objects and matching groups of objects	CMN3
		Patterns and Algebra	Explores and begins to sort and classify objects	Begins to sort objects on the basis of one dimension, color, size, shape	CMP1
				Begins to identify, describe and extend patterns	CMP2
		Measurement	Begins to demonstrate understanding of time, length, weight, capacity and temperature	Begins to place objects in order through trial and error	CMP3
				Recognizes and labels measurable characteristics of objects (e.g., "I need the long string.")	CMM1
				Uses approximate measures of familiar objects using nonconventional measuring tools	CMM2
				Begins to use conventional measurement terms (mile, age span, month, cup, etc.) without accuracy	CMM3
				Understands time as a sequence of events that relates to her daily life	CMM4

Math and Science for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers
Cognitive Development	Math	Geometry and Spatial Sense	Becomes aware of his body and personal space during active exploration of physical environment	Begins to build mental and physical maps of their surroundings	CMG1
				Responds to "put it beside," or "put it under"	CMG2
				Explores geometric shapes using their hands, eyes and mind	CMG3
			Begins to explore the size, shape, and spatial arrangement of real objects	Notices and copies simple repeating patterns, such as a wall of blocks with long, short, long, short...	CMG4
				Begins to notice different shapes and identifies big and small shapes	CMG5
		Problem Solving and Analyzing Data	Begins to develop foundation for linking concepts and procedures with active experiences	Sorts objects and counts and compares the groups formed	CMPS1
				Builds simple structures with blocks	CMPS2

Math and Science for 37 months through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers
Cognitive Development	Science	Life Science	Observes surroundings in relation to knowledge and methods about life science	Understands new information and begins to explore more complex situations and concepts	CSL1
				Expands knowledge of and respect for their body and the environment	CSL2
				Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes	CSL3
		Earth and Space Science	Understands sequencing and time in relation to knowledge and methods about Earth and space	Understands the sequence of daily events	CSE1
				Demonstrates some understanding of duration of time, "all day," "for two days"	CSE2
		Physical Science	Solves problems in relation to knowledge and methods about energy	Begins to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations	CSP1
				Thinks about a problem and figures out what to do	CSP2

Math and Science for 49 months through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers	Kindergarten Correlations
Cognitive Development	Math	Number and Operations	Begins to identify and label objects using numbers	Develops increased abilities to combine, separate and name "how many" concrete objects	CMN1	K 1.1
			Develops understanding of numbers and their association with objects	Begins to associate number concepts, vocabulary, quantities, and numerals in meaningful ways	CMN2	K 1.2
				Develops increasing ability to count in sequence to 10 and beyond	CMN3	K 1.1
		Patterns and Algebra	Explores and begins to sort and classify objects	Shows understanding of and uses comparative words	CMP1	K 1.3
				Groups common related objects: shoe, sock, foot; apple, orange plum	CMP2	K2.1a K2.2a
			Identifies, describes, and extends patterns	Copies repeating patterns and begins to construct own patterns	CMP3	K 4.2
		Measurement	Begins to demonstrate understanding of time, length, weight, capacity and temperature	Constructs a sense of time as it relates to his daily life	CMM1	K 4.1
				Participates in measuring activities using conventional and nonconventional measuring tools	CMM2	K 2.1
				Uses conventional measurement, time, and money terms with some accuracy	CMM3	

Math and Science for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers	Kindergarten Correlations
Cognitive Development	Math	Spatial Sense and Geometry	Becomes aware of personal space during active exploration of physical environment	Builds an increasing understanding of directionality, order, and positions of objects and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind	CMS1	K 3.2
			Explores and recognizes the size, shape, and spatial arrangement of real objects	Identifies and labels several shapes (e.g., circle, square, triangle, rectangle)		
		Problem Solving and Analyzing Data	Begins to develop foundation for linking concepts and procedures with active experiences	Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity	CMPS1	K 1.3

Math and Science for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers	Kindergarten Correlations
Cognitive Development	Science	Life Science	Recognizes that living things are made up of parts	Begins to make comparisons among living things such as flowers, insects and animals	CSL1	K 1.1
			Recognizes that people use their 5 senses to explore their environment	Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes	CSL2	K 2.2
			Recognizes that living things live in different environments	Expands knowledge of and respect for her body and the environment	SCL3	K 5.2
		Earth and Space Science	Recognizes the concept of day and night	Continues to ask questions about the natural world and seeks answers through active exploration	CSE1	K 7.1
			Recognizes daily weather conditions		CSE2	K 8.1
			Recognizes that time and temperature can be measured with a clock and thermometer		CSE3	K 8.2
			Recognizes a variety of earth materials by their observable properties (rocks, sand, dirt)	Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships	CSE4	K 10.1
			Classifies materials by their elements	Develops increasing abilities to classify, compare and contrast objects, events and experiences	CSE5	K 10.2

Math and Science for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers	Kindergarten Correlations
Cognitive Development	Science	Physical Science	Recognizes the basic concept that forces can move objects	Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations	CSPS1	K 11.1
			Recognizes that objects have observable properties that can change over time and under different conditions	Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawing, maps and charts	CSPS2	K 12.1
			Recognizes that the sun gives us light	Begins to describe and discuss predictions, explanations and generalizations based on past experiences	CSPS3	K 14.1
			Recognizes that sound is produced when two objects collide	Uses senses to observe and explore classroom materials and natural phenomena	CSPS4	K 14.2

Cognitive/Social-Emotional Development

Social Studies for 36 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers
Cognitive/Social-Emotional	Social Studies	Human Interactions/ Culture	Discriminates individual, culture and community	Begins to recognize likenesses and differences in others	SESHC1
				Begins to understand family structures and roles	SESHC2
				Draws self, usually with head and not much detail	SESHC3
				Acts out family roles in dramatic play center	SESHC4
			Develops growing awareness of jobs and what is required to perform them	Participates in classroom jobs	SESHC5
			Begins to understand the reason for rules	Follows simple class rules	SESHC6
				Participates in class clean-up or group activities	SESHC7
				Understands that there is no hitting because it hurts	SESHC8
				Learns to wait (for a short period of time) for her turn	SESHC9
		History	I dentifies common events and routines	Knows when it is snack time or meal time	SESH1
				Recognizes routines of washing hands before eating or brushing teeth after meals or before bed time	SESH2
			Begins to categorize time intervals	Uses the word "today," or "day" and "night" to talk about time of day; sometimes uses the wrong term	SESH3
	Recognizes the changes in environment	Recognizes that it is rainy, sunny, hot and cold			

Social Studies for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlations	Kindergarten Correlations
Cognitive/Social-Emotional	Social Studies	Human Interactions / Culture	Discriminates individual, culture and community	Recognizes own gender	SESHC1	SS K.5.0, K.1.01
				Begins to understand family structures and roles	SESHC2	
				Notices similarities and differences in people	SESHC3	
				Plays and acts out family roles in dramatic play center	SESHC4	
			Develops growing awareness of jobs and what is required to perform them	Participates in classroom jobs	SESHC5	
				Looks at books and identifies jobs of persons	SESHC6	
				Chooses "leader" or "boss" for activity	SESHC7	
			Begins to understand the reason for rules	Helps make and follows class rules	SESHC8	
				Places personal symbol at interest area to denote her place	SESHC9	
				Participates in class clean-up or group activities	SESHC10	
				Can state a rule and simply explain the "why" of rule, e.g., Don't push because someone will fall	SESHC11	
				Learns to wait (for longer periods of time) for his turn	SESHC12	
		History	Identifies common events and routines	Understands that the day follows a schedule	SESH1	SS. K.3.02, Math K.4.1c/d
				Understands and can predict the next events that will happen in the day	SESH2	
			Begins to categorize time intervals	Uses terms "today," "tomorrow," "next time" with some accuracy	SESH3	
				Begins to understand concepts of before and after	SESH4	
			Recognizes the changes in environment	Recognizes that it is rainy, sunny, cool, hot	SESH5	
				Begins to recognize seasons (if he lives in a place where seasonal differences are apparent)	SESH6	

Social Studies for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers	Kindergarten Correlations
Cognitive/Social-Emotional	Social Studies	Geography	Begins to express and understand concepts and language of geography in the context of her classroom, home and community	Recognizes common features in his immediate environment (playground, library, restroom)	SESG1	S S K 3.01
				Creates drawings of home, school, etc.; can make simple map of home to show different areas and talk about what is in those areas (stove in kitchen)	SESG2	
				Identifies important or familiar landmarks (firehouse, grocery store, etc.)	SESG3	
				Identifies common features of local landscape (houses, streets, buildings)	SESG4	
			Begins to understand that people need food, clothing and shelter	Begins to understand that people need nutritious food	SESG5	
				Understands that he must put on a coat and warm shoes in cold weather	SESG6	
		Economics	Begins to understand what services the community workers provide	Understands that firefighters help others in many ways	SESE1	S S K 2.01/03, Hlth K 4.0
				Understands that police officers help people in different ways	SESE2	
				Begins to understand that there are other community workers that help his community	SESE3	
			Begins to understand the concept of money	Understands that money can buy items	SESE4	
				Understands that some items cost more than others	SESE5	
					SESE6	

Creative Arts for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers
Cognitive/Social-Emotional Development	Creative Arts	Music	Responds to sounds	Participates in group experiences	SECM1
				Explores, with increasing interest and enjoyment, a variety of music activities, including listening, singing, finger plays, games and performances	SECM2
				"Plays with" a variety of musical instruments; may use them in unique ways	SECM3
			Uses sounds	Explores vocal pitch sounds	SECM4
		Art	Focuses on and shows fascination for fun things	Begins to develop ability to work independently; begins to establish a sense of "order" in art's messy mediums by use and practice with each medium	SECA1
				Begins to demonstrate some care and some persistence in a variety of art projects, often trying one medium many times	SECA2
			Scribbles and paints	Begins to add some detail to drawings, paintings, models and other art creations	SECA3
			Uses a variety of art materials for tactile experience and exploration	Gains ability in using different art media and materials in a variety of ways for creative expression and representation	SECA4
			Responds to artistic creations or events	Begins to share opinions about artistic products and experiences	SECA5
		Movement and Dramatic Play	Controls body to participate in creative movement and drama	Expresses through movement and dancing what is felt through music	SECMD1
				Shows growth in moving to music	SECMD2
				Imitates and pretends to be different characters	SECMD3
			Begins to purposefully act on his environment	Participates in a variety of dramatic play activities; shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations	SECMD4
				Takes things apart and starts to try to fit things together; enjoys the process of destruction and recreation	SECMD5

Creative Arts for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlations	Kindergarten Correlations
Cognitive/Social-Emotional Development	Creative Arts	Music	Responds to sounds	Participates in group music experiences	CECM1	Singing 1.0, 2.0 & 3.0
				Explores with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games and performances	CECM2	
				Experiments with a variety of musical instruments	CECM3	
			Uses sounds	Explores vocal pitch sounds	CECM4	
				Begins willingness to sing alone as well as with the group	CECM5	
		Art	Focuses on and shows fascination for fun things	Develops growing abilities to work independently and demonstrate care and persistence in a variety of art projects	CECA1	Visual Art I & II
			Scribbles and paints	Progresses in abilities to create drawings, paintings, models and other art creations that have more detail	CECA2	
			Uses a variety of art materials for tactile experience and exploration	Gains ability in using different art media and material in a variety of ways for creative expression and representation	CECA3	
			Responds to artistic creations or events	Begins to understand and share opinions about artistic products and experiences	CECA4	
		Movement and Dramatic Play	Controls body to participate in creative movement and drama	Expresses through movement and dancing what is felt and heard in various musical tempos; responds to changes in tempo or genre	CECMD1	Dance 1.1 & 1.2
				Shows growth in moving in time to different patterns of beat and rhythm in music	CECMD2	
				Imitates and pretends to be different characters	CECMD3	
			Begins to purposefully act on the environment	Participates in a variety of dramatic play activities; shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations	CECMD4	
				Participates with others in dramatic play, negotiating roles and setting up events	CECMD5	

Social Emotional Development

Social and Emotional Development for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers
Social and Emotional Development	Approaches to Learning	Self Concept	Shows greater comfort with independence and increased feelings of self-worth	Takes pride in accomplishments (e.g., "I washed my hands by myself!" or "I did the puzzle by myself.")	SEALS1
				Develops a sense of humor; can laugh at self and others when small accidents happen	SEALS2
			Shows positive self-esteem	Recognizes own special interests and abilities (e.g., child announces "I am a scientist because I can figure out how things work!")	SEALS3
				Has trusting relations with other children and adults	SEALS4
			Verbalizes feelings, needs and wants	Talks to others (including dolls, puppets, imaginary friends) about what she is thinking about and how she feels	SEALS5
				Continues to use physical ways of expressing self when feelings are intense	SEALS6
		Self Control	Manages own behavior with increasing skill	Gains new understanding about other people's feelings to guide the way he manages own behavior	SEALS7
			Gains control over impulses	Can delay having desires met (e.g., offers to set the timer to indicate when it will be his turn to use the computer)	SEALS8
				Shows empathy and compassion for others	SEALS9
			Shows willingness to follow simple rules	Relates rules verbally, although she might lapse into forgetting to follow them at times	SEALS10
				Can follow group rules and recognizes when a classmate has not followed the rules	SEALS11

Social and Emotional Development for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers
Social and Emotional Development	Approaches to Learning	Cooperation	Engages in cooperative play with other children	Can include give-and-take in play with others	SEALC1
				Can sometimes work out problems encountered during play with others	SEALC2
			Shows increasing ability to understand the feelings of other children	Is aware of how actions affect others (e.g., finishes painting at the easel and calls waiting child to come)	SEALC3
				Can verbalize how others are feeling (e.g., explains to adult why another child is upset)	SEALC4
			Shows increasing willingness to work out problems with peers	More willing to discuss problems and issues to work out solutions	SEALC5
				Participates in transitions and assists with routines (e.g, helps other children pick up spilled blocks)	SEALC6
			Is willing to participate in group activities	Able to accept others' ideas and change own behavior	SEALC7
				Stays with a task until it is completed	SEALC8

Social and Emotional Development for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers	Kindergarten Correlations
Social and Emotional Development	Approaches to Learning	Self Concept	Uses words and seeks adult help when needed to resolve conflicts	Shows increasing ability to use compromise and discussion working, playing and resolving conflicts with peers	SEALS1	K 6.01 PE 3.3-6
				Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming selves, others or property	SEALS2	PE 3.3-6 5. 1-5
				Understands and follows the use of a timer or other device to determine when one child's turn ends and another's begins	SEALS3	PE 3.1-3
		Cooperation	Participates in the group life of the class	Increases abilities to sustain interactions with peers by helping, sharing and discussion	SEALC1	PE 5.4-5
				Shows progress in developing friendships with peers	SEALC2	PE 3.4
				Develops increasing abilities to give and take in interactions (e.g., takes turns in games or uses materials to interact without being overly submissive or directive)	SEALC3	PE 3.0

Social and Emotional Development for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers	Kindergarten Correlations
Social and Emotional Development	Approaches to Learning	Self Control	Demonstrates self confidence	Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences	SEALS4	PE K 1.0 & K 2.0
				Demonstrates growing confidence in a range of abilities, and expresses pride in accomplishments	SEALS5	PE K 5.0
			Follows simple classroom rules and routines and uses classroom materials carefully	Shows a friend where to put blocks on the shelf during cleanup time	SEALS6	S. St. K 6.02 c/d
				Knows to go to the book corner after snack	SEALS7	
			Shows empathy and caring for others	Develops growing understanding of how own actions affect others, and begins to accept the consequences of own actions	SEALS8	Hlth K 8.3
				Progresses in responding sympathetically to peers who are in need, upset, hurt or angry, and in expressing empathy or caring for others	SEALS9	Hlth K 8.1
				Responds positively to others' ideas	SEALS10	Hlth K 8.0

Social and Emotional Development for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers	Kindergarten Correlations
Social and Emotional Development	Approaches to Learning	Management of Self within the Learning Environment	Shows eagerness and curiosity as a learner	Shows interest in how water makes the wheel turn at the water table	SEALM1	
				Asks how the caterpillar can live in the cocoon with no food or water	SEALM2	Sc K 5.2
				Discusses with another child why the paint turned brown after the brush was used for several different colors	SEALM3	VA K 1.0
			Shows some self direction	Finds materials with which to work, such as scissors, tape and markers, for acting on an idea or desire	SEALM4	VA K 1.1
				Chooses one activity out of several and becomes engaged in it	SEALM5	
			Attends to task and seeks help when encountering a problem	Accepts help from the teacher when putting together a puzzle	SEAL6M	
				Tries to engage the zipper on their coat over and over again until they can do it alone	SEALM7	
				Accepts teacher or peer suggestions for solving a problem	SEALM8	Hlth K 8.3
			Approaches task with flexibility and inventiveness	Plays role assigned by peer when playing in dramatic play center	SEALM9	
				Experiments with paint brush to find ways to keep the paint from dripping	SEALM10	VA K 1.0
				Tries to staple pieces of paper together after unsuccessfully trying to tape them together	SEALM11	

Physical Development for 37 through 48 months (3 years to 4 years)

Domain	Area of	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers
Physical Development	Gross Motor	Movement and Coordination	Moves with enough control to perform more complex tasks	Maintains balance on a two-by-four	PDG1
				Climbs with more agility on the jungle gym	PDG2
				Jumps with confidence in ability from low platform	PDG3
				Develops coordination of moving arms and legs in order to pump on a swing	PDG4
				Runs up to a ball and kicks it while maintaining balance	PDG5
				Gallops, runs, walks, wiggles and tiptoes along with classmates, watching and imitating movements	PDG6
				Throws a variety of objects overhand with increasing accuracy	PDG7
	Fine Motor	Fine Motor	Uses hands with increasing control and precision for a variety of purposes	Easily grasps hold of writing tools such as pencils, crayons, paint brushes and markers	PDF1
				Continues to fit together a wide variety of manipulatives such as connecting blocks, pop beads, stacking rings, bristle blocks, etc.	PDF2
				Shapes play dough or clay into more intricate/representational creations	PDF3
				Continues to experiment with scissors	PDF4
				Experiments with fitting a variety of objects into a defined space	PDF5
				Continues to experiment with building and designing familiar structures with blocks	PDF6

Physical Development for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers
Physical Development	Health and Safety	Self-Help and Safety	Begins to perform self-help skills independently	Uses the toilet independently	PDSH1
				Puts on own hat, coat	PDSH2
				Washes and dries hands with verbal prompts and support	PDSH3
				Unties shoes, buttons and unbuttons with little or no assistance	PDSH4
			Follows basic health and safety rules	Asks permission before leaving the room	PDSH5
				Knows basic safety rules and follows them with verbal reminder	PDSH6
				Begins to look both ways before crossing the street	PDSH7
				Begins to understand how to dial 911 for an emergency	PDSH8
				Begins to avoid dangers such as hot stoves and sharp knives	PDSH9
				Other	PDSH10

Physical Development for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlation Numbers	Kindergarten Correlations
Physical Development	Gross Motor	Movement and Coordination	Moves with balance and control to perform simple, large motor tasks	Goes up and down stairs, alternating feet, with or without assistance	PDG1	PE 1.1
				Runs with control and balance, makes quick stops, turns easily without slowing down	PDG2	PE 1.1
				Gallops with a smooth motion	PDG3	PE 1.2
				Climbs on a variety of equipment	PDG4	PE 1.2
		Coordinates movements to perform more complex tasks	Throws overhand with accuracy by hitting stationary target	PDG5	PE 1.6	
			Bounces a ball and catches it	PDG6	PE 1.7	
			Catches a ball by moving to adjust to the direction the ball is traveling	PDG7	PE 1.7, PE 2.5	
			Uses simple playground equipment such as slide, seesaw and swings	PDG8	PE 1.4, PE 2.6	
	Fine Motor	Fine Motor	Uses strength and control to perform simple fine motor tasks	Uses simple equipment such as stapler, paper punch, scissors, tape dispenser	PDF1 PDF2	
				Uses simple work tools such as hammer, screwdriver and saw		
			Uses eye-hand coordination to perform fine motor tasks	Uses play dough to make more refined objects	PDF3	
				Begins to hold pencil with a pincer grasp	PDF4	
				Puts together large floor puzzles	PDF5	
				Constructs block structure by copying or using pattern blocks	PDF6	
Uses scissors to cut on a line or around a large picture	PDF7					

Physical Development for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) by the end of age span	Read It Once Again Correlations	Kindergarten Correlations
Physical Development	Health Practices	Personal and Social Responsibility	Performs some self-help skills independently	Manages dressing tasks independently	PDHP1	
				Manages zippers, buttons, buckles and Velcro (has not mastered tying shoes)	PDHP2	
				Blows nose and uses tissue to wipe nose	PDHP3	
		Personal and Social Responsibility	Follows basic health and safety rules	Covers mouth when coughing or sneezing	PDHP4	
				Washes hands after using the toilet and before eating snack or lunch	PDHP5	
				Tries new food and participates in talks about nutrition	PDHP6	
				Discusses the role of doctors, dentists, fire and police officers and other community helpers	PDHP7	
				Follows safety rules of classrooms and playground	PDHP8	PE 3.1
				Progresses in physical growth, strength, stamina and flexibility	PDHP9	
				Actively participates in games, outdoor play and other forms of exercise that promote physical fitness	PDHP10	PE 4

Speech and Language Development

LD Language Development

CD Cognitive Development

C/SED Cognitive/Social Emotional Development

SED Social and Emotional Development

PD Physical Development

Little Engine That Could Story Telling Cards					Page 19
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR5 LCR10 LCE1 LCE7 LCE8 LCE9 LCE10 LCE11 LCE13 LCE16 LCE18 LCS2 LCS3 LCS4	CELVE1 CELVE3 CELVE4 CELL1 CELL2 CELL4 CELPR1 CELPR2	SESHC6 SESHC7 SESHC9	SEALS4 SEALS11 SEALC8	PDSH6
49-60 months	LCR1 LCR7 LCR12 LCE1 LCE2 LCE6 LCE9 LCE10 LCE11 LCE13 LCE14 LCS1 LCS2 LCS3 LCS4	CELL1 CELL2 CELL3 CELL4 CELL5 CELL6 CELL7 CELL8 CELVE3 CELVE5	SESHC8 SESGC10 SESGC12	SEALS1 SEALS9 SEALC1 SEALC3	PDHP8

Memory Game					Page 29
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR5 LCR10 LCE7 JCE8 LCE11 LCE15 LCS2 LCS4	CELVE4 CELL2 CELL4 CELV1 CELV2 CELL8	SESHC6 SESHC7 SESHC9	SEALS1 SEALS4 SEALS8 SEALS11 SEALC1 SEALC6 SEALC8	PDF2 PDSH6
49-60 months	LCR5 LCR7 LCR8 LCR9 LCE6 LCE10 LCE11 LCS1 LCS2	CELL1 CELL8 CELVE5 CMS1	SESHC8 SESHC10 SESHC12 SESH4	SEALS1 SEALS3 SEALC1 SEALC3 SEALS5 SEALS10 SEALM6 SEALM8	PDF1 PDHP8

Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR2 LCR3 LCR6 LCR10 ;CE5 ;CE8 ;CE9 ;CE10 LCE11 LCE13 LCE15 LCE16 LCE17 LCE18 LCE19 CLS1 LCS2 LCS3 LCS4	CELVE4 CELVE4 CMM4 CMG1 CSL1 CLS3 CSE1 CLE2	SESH9 SESH3 SESH4	SEALS4 SEALS5 SEALS7 SEALS8 SEALS11 SEALC5 SEALC6 SEALS8	PDG6 PDSH2 PDSH5 PDSH6 PDSH7 PDSH9
49-60 months	LCR1 LCR5 LCR6 LCR7 LCR9 LCR11 LCE3 LCE4 LCE6 LCE7 LCE9 LCE10 LCE11 LCE13 LCE14 LCE15 LCS1 LCS2 LCS3 LCS4	CELVE1 CELVE2 CELVE7 CMM1 CMS1 CSL2	SESHC12 SESH1 SESH3 SESH4 SESH5 SESG1 SESG3	SEALS2 SEALC1 SEALC3 SEALS5 SEALS10 SEALM8	PDG2 PDHP1 PDHP8

Clown Matching					Page 31
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR6 LCE5 LCE10 LCE15 LCS2 LCS3 LCS4	CELVE4 CELV1 CELV2 CMP1 CMP2 CMG2 CMG4	SESHC5 SESHC6 SRSHC7	SEALS1 SEALS2 SEALS4 SEALS7 SEALS11 SEALS8 SEALS10 SEALC7 SEALC8	PDSH6
49-60 months	LCR1 LCR8 LCE10 LCE11 LCE14 LCE15 LCS1 LCS2 LCS4	CELVE1 CELV1 CMP1 CMP3 CMS1	SRSHC5 SESHC8 SESHC10	SEALC1 SEALC3 SEALS4 SEALS5 SEALS8 SEALS10	PDHP8

Positional Concepts, Level 1					Page 39
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR10 LCE5 LCE11 LCE15 LCE16 LCE18 LCS4	CELVE3 CELL1 CELL4 CELV1 CMP3 CMG2	SESHC6 SESHC7	SEALS1 SEALS4 SEALS11 SEALC6 SEALC8	PDF2 PDSH6
49-60 months	LCR1 LCR5 LCR7 LCR8 LCR9 LCE6 LCE10 LCE11 LCS2	CELL8 CELVE1 CSL1 CMS1	SESHC8 SESHC10	SEALC1 SEALC3 SEALS5 SEALS10 SEALM8	PDF1 PDHP8

Little Red Caboose					Page 41
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR10 LCE5 LCE11 LCE15 LCE16 LCE18 LCS4	CELVE3 CELL1 CELL4 CELV1 CMP3 CMG2	SESHC6 SESHC7	SEALS1 SEALS4 SEALS11 SEALC6 SEALC8	PDF2 PDF4 PDSH6
49-60 months	LCR1 LCR5 LCR7 LCR8 LCR9 LCE6 LCE10 LCE11 LCS2	CELL8 CELVE1 CSL1 CMS1	SESHC8 SESHC10	SEALC1 SEALC3 SEALS5 SEALS10 SEALM8	PDF1 PDF7 PDHP8

Here Comes the Train					Page 45
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR10 LCE5 LCE11 LCE15 LCE16 LCE18 LCS4	CELVE3 CELL1 CELL4 CELV1 CMP3 CMG2	SESHC6 SESHC7	SEALS1 SEALS4 SEALS11 SEALC6 SEALC8	PDF2 PDF4 PDSH6
49-60 months	LCR1 LCR5 LCR7 LCR8 LCR9 LCE6 LCE10 LCE11 LCS2	CELL8 CELVE1 CSL1 CMS1	SESHC8 SESHC10	SEALC1 SEALC3 SEALS5 SEALS10 SEALM8	PDF1 PDF7 PDHP8

Big and Little, Level 1					Page 47
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR2 LCR8 LCR10 LCE11 LCE13 LCE15 LCE16 LCS2 LCS4	CELVE4 CELL4 CELV1 CELV2 CMP1 CMM1 CMG2 CMG5 CMPS1	SESHC5 SESHC6 SESHC7	SEALS1 SEALS3 SEALS4 SEALS10 SEALS11 SEALC6 SEALC8	PDF5 PDSH6
49-60 months	LCR1 LCR7 LCR8 LCR10 KCE6 LCE9 LCE10 LCE13 LCS2 LCS4	CELL8 CELVE1 CELVE7 CELV1 CMP1 CMS1	SESHC5 SESHC8 SESHC10 SESH4	SEALC1 SEALC3 SEALS4 SEALS5 SEALS10	PDHP8

Big Engine, Little Engine, Level 2					Page 49
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR2 LCR8 LCR10 LCE11 LCE13 LCE15 LCE16 LCS2 LCS4	CELVE4 CELL4 CELV1 CELV2 CMP1 CMM1 CMG2 CMG5 CMPS1	SESHC5 SESHC6 SESHC7	SEALS1 SEALS3 SEALS4 SEALS10 SEALS11 SEALC6 SEALC8	PDF5 PDSH6
49-60 months	LCR1 LCR7 LCR8 LCR10 KCE6 LCE9 LCE10 LCE13 LCS2 LCS4	CELL8 CELVE1 CELVE7 CELV1 CMP1 CMS1	SESHC5 SESHC8 SESHC10 SESH4	SEALC1 SEALC3 SEALS4 SEALS5 SEALS10	PDF1 PDF7 PDHP8

Toys and Food					Page 53
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR2 LCR3 LCR10 LCE5 LCE11 LCE15 LCE18 LCS1 LCS2 LCS3 LCS4	CELL4 CELV1 CELV2 CMN1 CMN2 CMN3 CMP1 CMG2 CMG4 CMPS1 CSL3	SESHC6 SESHC7 SESHC9	SEALS1 SEALS4 SEALS8 SEALS10 SEALS11 SEALC6 SEALC8	PDF1 PDSH6
49-60 months	LCR1 LCR5 LCR8 LCR10 LCR12 LCR9 LCE10 LCS1 LCS3 LCS4	CELL8 CELVE1 CELV1 CMN1 CMN2 CMP1 CMP2 CSL1	SESHC8 SESHC10 SESHC12	SEALS1 SEALC1 SEALC3 SEALS5 SEALS10	PDF1 PDHP8

I Think I Can Finish the Pattern					Page 57
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR6 LCE5 LCE10 LCE15 LCS2 LCS3 LCS4	CELVE4 CELV1 CELV2 CELV5 CMP1 CMP2 CEMP3 CMG2 CMG4	SESHC5 SESHC6 SRSHC7	SEALS1 SEALS2 SEALS4 SEALS7 SEALS11 SEALS8 SEALS10 SEALC7 SEALC8	PDF1 PDSH6
49-60 months	LCR1 LCR8 LCE10 LCE11 LCE14 LCE15 LCS1 LCS2 LCS4	CELVE1 CELV1 CELV5 CMP1 CMP3 CMS1	SRSHC5 SESHC8 SESHC10	SEALC1 SEALC3 SEALS4 SEALS5 SEALS8 SEALS10	PDF1 PDHP8

Which One is Different? Level 1					Page 61
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR2 LCR3 LCR8 LCR10 LCE5 LCE11 LCE13 LCE15 LCE16 LCE16 LCE18 LCS2 LCS4	CELVE3 CELV4 CELL4 CELV1 CELV2 CMP1 CMPS1	SESHC5 SESHC6 SESHC7 SESHC9	SEALS1 SEALS2 SEALS3 SEALS4 SEALS8 SEALS11 SEALC6 SEALC8	PDSH6
49-60 months	LCR1 LCR5 LCR7 LCR8 LCR12 LCE6 LCE9 LCE10 LCE11 LCE13 LCS1 LCS2	CELL8 CELVE1 CELVE2 CELVE7 CELV1 CMP1 CMP2	SESHC5 SESHC8 SESHC10	SEALS2 SEALC1 SSEALC3 SEALS5 SEALS10	PDHP8

Which One is Different? Level 2					Page 63
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR2 LCR3 LCR8 LCR10 LCE5 LCE11 LCE13 LCE15 LCE16 LCE16 LCE18 LCS2 LCS4	CELVE3 CELV4 CELL4 CELV1 CELV2 CMP1 CMPS1	SESHC5 SESHC6 SESHC7 SESHC9	SEALS1 SEALS2 SEALS3 SEALS4 SEALS8 SEALS11 SEALC6 SEALC8	PDF1 PDSH6
49-60 months	LCR1 LCR5 LCR7 LCR8 LCR12 LCE6 LCE9 LCE10 LCE11 LCS1 LCS2	CELL8 CELVE1 CELVE2 CELVE7 CELV1 CMP1 CMP2	SESHC5 SESHC8 SESHC10	SEALS2 SEALC1 SSEALC3 SEALS5 SEALS10	PDF4 PDHP8

Who, What and Where?					Page 67
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR5 LCR6 LCR10 LCE5 LCE7 LCE9 LCE11 LCE13 LCE15 LCE16 LCE17 LCE18 LCS3 LCS4	CELVE1 CELVE3 CELVE4 CELL1 CELL2 CELL4 CELLV1 CELLV2	SESHC5 SESHC6 SESHC7	SEALS1 SEALS3 SEALS4 SEALS10 SEALS11 SEALS6 SEALC8	PDF1 PDSH6
49-60 months	LCR7 CLR11 LCE2 LCE6 LCE9 LCE10 LCE11 LCE13 LCS1 LCS2	CELL1 CELL3 CELL4 CELL5 CELL6 CELL7 CELL8 CELLV1 CELVE2 CELVE3 CELVE5 CELVE6 CELVE7 CELLV1	SESHC5 SESHC8 SESHC10	SEALS1 SEALC1 SEALC3 SEALS4 SEALS5 SEALS10 SEALM4	PDF4 PDHP8

Bookless Story Time					Page 69
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR5 LCR6 LCR10 LCE7	CELL1 CELL4 CELLPH3 CELLV2 CMM4 CMG2	SESHC6 SESHC9	SEALS1 SEALS4 SEALS8 SEALS10 SEALS11 SEALC2 SEALC6 SEALC8	PDF1 PDSH6
49-60 months	LCR1 LCR9 LCE1 LCE2	CELL6 CELL8 CELVE3 CELLV1 CSE1 CMS1	SESHC8 SESHC12 SESH1	SEALS1 SEALS3 SEALC3 SEALS4 SEALS10 SEALM4 SEALM5	PDF1 PDHP8

Listening Center					Page 70
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR6 LCR10	CELL1 CELL2 CELL4 CELP3 CELPR1 CELPR2	SESHC6 SESHC9	SEALS1 SEALS4 SEALS8 SEALS10 SEALS11 SEALC6 SEALC8	PDF1 PDSH6
49-60 months	LCR1 LCR5 LCR7 LCR9	CELL6 CELL8 CELP3	SESHC8 SESHC9 SESHC12 SESH1 SESH4	SEALS4 SEALS6 SEALM5	PDF1 PDHP8

Packet Making Day					Page 71
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR5 LCR6 LCR8 LCR10 LCE8 LCE11 LCE13 LCE16 LCE18 CLS1 LCS2 LCS4	CELVE3 CELVE4 CELL1 CELL2 CELL4 CELP3 CELPR1 CELPR2 CELPR3 CELLR1	SESHC5 SESHC6 SESHC7 SESH3	SEALS1 SEALS4 SEALS8 SEALS10 SRALS11 SEALC6 SEALC8	PDF1 PDF4 PDSH6
49-60 months	CLR1 LCR5 LCR6 LCR7 LCR9 LCR11 LCE3 LCE6 LCE7 LCE9 LCE10 LCE11 LCE13 LCS2 LCS3	CELL1 CELL4 CELL8 CELVE1 CELVE2 CELVE3 CELVE5 CELVE6 CELVE7 CELP1 CELP4 CELLR1 CELLR5	SESHC5 SESHC8 SESHC10 SESHC12 SESH3 SESH4	SEALC1 SEALC3 SEALS5 SEALM4	PDF1 PDF4 PDF7 PDHP8

Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR5 LCR6 LCR8 LCR10 LCE7 LCE8 LCE11 LCE13 LCE18 LCS2 LCS4	CELVE1 CELVE4 CELL1 CELL2 CELL3 CELL4 CELP1 CELP3 CELP1 CELP2 CELP3 CELP4 CELV2 CELLR1 CMM4 CMG2 CSE1	SESHC5 SESHC7 SESH3	SEALS1 SEALS4 SEALS11 SEALC6 SEALC8	
49-60 months	LCR1 LCR5 LCR6 LCR7 LCR9 LCR11 LCE2 LCE6 LCE7 LCE10 LCE11 LCE13 LCS1 LCS2	CELL1 CELL4 CELLS5 CELL6 CELL7 CELL8 CEOVE1 CELVE2 CELVE3 CELVE4 CELVE5 CELVE6 CELVE7 CELP1 CELP4 CELV1 CELLR1 CELLR2 CELL5 CMM1 CMS1	SESHC5 SESHC8 SESHC10 SESH1 SESH3 SESH4	SEALC3 SEALS5 SEALM4	

Cognitive Goals and Objectives

LD Language Development
 CD Cognitive Development
 C/SED Cognitive/Social Emotional Development
 SED Social and Emotional Development
 PD Physical Development

Matching Colors, Level 1					Page 77
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR6 LCR8 LCE5 LCE15 LCS2 LCS3 LCS4	CELVE4 CELL2 CELL4 CELV1 CELV2 CMP1	SRSHC6 SESHC2	SEALS1 SEALS4 SEALS10 SEALS11 SEALC6 SEALS8	PD6
49-60 months	LCR1 LCR8 LCE10 LCE14 LCS1 LCS3 LCS4	CMM1 CMP1 CELVE1	SESHC8 SESHC10 SESH4	SEALC1 SEALC3 SEALS5	PDHP8

Color Train, Level 2					Page 79
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR6 LCR8 LCE5 LCE15 LCS2 LCS3 LCS4	CELVE4 CELL2 CELL4 CELV1 CELV2 CMP1	SRSHC6 SESHC2	SEALS1 SEALS4 SEALS10 SEALS11 SEALC6 SEALS8	PD6
49-60 months	LCR1 LCR8 LCE10 LCE14 LCS1 LCS3 LCS4	CMM1 CMP1 CELVE1	SESHC8 SESHC10 SESH4	SEALC1 SEALC3 SEALS5	PDHP8

I Think I Know My Shapes					Page 83
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR6 LCE5 LCE10 LCE15 LCS2 LCS3 LCS4	CELVE4 CELV1 CELV2 CMP1 CMG3 CMG5	SESHC5 SESHC6 SRSHC7	SEALS1 SEALS4 SEALS11 SEALS8	PDSH6
49-60 months	LCR1 LCR8 LCE10 LCE11 LCE14 LCE15 LCS1 LCS2 LCS4	CELVE1 CELV1 CMP2 CMS2	SRSHC5 SESHC8 SESHC10	SEALC1 SEALC3 SEALS4 SEALS5	PDHP8

Clowning Around With Shapes					Page 89
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR6 LCE5 LCE10 LCE15 LCS2 LCS3 LCS4	CELVE4 CELV1 CELV2 CMP1 CMG3 CMG5	SESHC5 SESHC6 SRSHC7	SEALS1 SEALS4 SEALS11 SEALS8	Pdf5 PDSH6
49-60 months	LCR1 LCR8 LCE10 LCE11 LCE14 LCE15 LCS1 LCS2 LCS4	CELVE1 CELV1 CMP2 CMS2	SRSHC5 SESHC8 SESHC10	SEALC1 SEALC3 SEALS4 SEALS5	Pdf7 PDHP8

Balls and Books					Page 91
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR6 LCE5 LCE10 LCE15 LCS2 LCS3 LCS4	CELVE4 CELV1 CELV2 CMP1 CMG3 CMG5	SESHC5 SESHC6 SRSHC7	SEALS1 SEALS4 SEALS11 SEALS8	Pdf5 PDSH6
49-60 months	LCR1 LCR8 LCE10 LCE11 LCE14 LCE15 LCS1 LCS2 LCS4	CELVE1 CELV1 CMP2 CMS2	SRSHC5 SESHC8 SESHC10	SEALC1 SEALC3 SEALS4 SEALS5	Pdf7 PDHP8

Shape Train					Page 93
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR6 LCE5 LCE10 LCE15 LCS2 LCS3 LCS4	CELVE4 CELV1 CELV2 CMP1 CMG3 CMG5	SESHC5 SESHC6 SRSHC7	SEALS1 SEALS4 SEALS11 SEALS8	Pdf5 PDSH6
49-60 months	LCR1 LCR8 LCE10 LCE11 LCE14 LCE15 LCS1 LCS2 LCS4	CELVE1 CELV1 CMP2 CMS2	SRSHC5 SESHC8 SESHC10	SEALC1 SEALC3 SEALS4 SEALS5	Pdf7 PDHP8

I Think I Can Count the Objects, Level 1					Page 97
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR6 LCR10 LCE5 LCE11 LCE15 LCE16 LCS2 LCS3 LCS4	CELVE4 CELV2 CMN1 CMN2 CMN3	SESHC6 SESHC7	SEALS1 SEALS2 SEALS4 SEALS10 SEALS11 SEALC3 SEALC6 SEALC7 SEALC8	PD SH6
49-60 months	LCR1 LCR5 LCR8 LCE6 LCE9 LCE10 LCS1 LCS3	CMN1 CMN2 CMN3 CMPS1	SESHC8 SESHC10	SEALS1 SEALC1 SEALC3 SEALS4 SEALS5 SEALS8	PDHP8

Count or Match the Dots					Page 99
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR6 LCR10 LCE5 LCE11 LCE15 LCE16 LCS2 LCS3 LCS4	CELVE4 CELV2 CMN1 CMN2 CMN3	SESHC6 SESHC7	SEALS1 SEALS2 SEALS4 SEALS10 SEALS11 SEALC3 SEALC6 SEALC7 SEALC8	PD SH6
49-60 months	LCR1 LXR5 LCR8 LCE6 LCE9 LCE10 LCS1 LCS3	CMN1 CMN2 CMN3 CMPS1	SESHC8 SESHC10	SEALS1 SEALC1 SEALC3 SEALS4 SEALS5 SEALS8	PDHP8

The Number Train					Page 107
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR6 LCR10 LCE5 LCE11 LCE15 LCE16 LCS2 LCS3 LCS4	CELVE4 CELV2 CMN1 CMN2 CMN3	SESHC6 SESHC7	SEALS1 SEALS2 SEALS4 SEALS10 SEALS11 SEALC3 SEALC6 SEALC7 SEALC8	PDSH6
49-60 months	LCR1 LXR5 LCR8 LCE6 LCE9 LCE10 LCS1 LCS3	CELV1 CELV2 CMN1 CMN2 CMN3 CMP1 CMPS1	SESHC8 SESHC10	SEALS1 SEALC1 SEALC3 SEALS4 SEALS5 SEALS8	PDHP8

Count the Bears					Page 115
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR6 LCR10 LCE5 LCE11 LCE15 LCE16 LCS2 LCS3 LCS4	CELVE4 CELV2 CMN1 CMN2 CMN3	SESHC6 SESHC7	SEALS1 SEALS2 SEALS4 SEALS10 SEALS11 SEALC3 SEALC6 SEALC7 SEALC8	PDF1 PDSH6
49-60 months	LCR1 LXR5 LCR8 LCE6 LCE9 LCE10 LCS1 LCS3	CELV1 CELV2 CMN1 CMN2 CMN3 CMP1 CMPS1	SESHC8 SESHC10	SEALS1 SEALC1 SEALC3 SEALS4 SEALS5 SEALS8	PDF1 PDHP8

Bouncing Balls					Page 119
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR6 LCR10 LCE5 LCE11 LCE15 LCE16 LCS2 LCS3 LCS4	CELVE4 CELV2 CMN1 CMN2 CMN3	SESHC6 SESHC7	SEALS1 SEALS2 SEALS4 SEALS10 SEALS11 SEALC3 SEALC6 SEALC7 SEALC8	PDF1 PDSH6
49-60 months	LCR1 LXR5 LCR8 LCE6 LCE9 LCE10 LCS1 LCS3	CELV1 CELV2 CMN1 CMN2 CMN3 CMP1 CMPS1	SESHC8 SESHC10	SEALS1 SEALC1 SEALC3 SEALS4 SEALS5 SEALS8	PDF4 PDHP8

Many or Few?					Page 123
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR6 LCR10 LCE5 LCE11 LCE15 LCE16 LCS2 LCS3 LCS4	CELVE4 CELV2 CMN1 CMN2 CMN3 CMP1 CMM1	SESHC6 SESHC7	SEALS1 SEALS2 SEALS4 SEALS10 SEALS11 SEALC3 SEALC6 SEALC7 SEALC8	PDSH6
49-60 months	LCR1 LCR5 LCR8 LCR12 LCE6 LCE9 LCE10 LCS1 LCS3	CELV1 CELV2 CMN1 CMN2 CMN3 CMP1 CMPS1	SESHC8 SESHC10	SEALS1 SEALC1 SEALC3 SEALS4 SEALS5 SEALS8	PDHP8

Small, Medium and Large					Page 129
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR6 LCR10 LCE5 LCE11 LCE15 LCE16 LCS2 LCS3 LCS4	CMM1	SESHC6 SESHC7	SEALS1 SEALS2 SEALS4 SEALS10 SEALS11 SEALC3 SEALC6 SEALC7 SEALC8	PDF1 PDSH6
49-60 months	LCR1 LXR5 LCR8 LCE6 LCE9 LCE10 LCS1 LCS3	CMM2	SESHC8 SESHC10	SEALS1 SEALC1 SEALC3 SEALS4 SEALS5 SEALS8	PDF1 PDHP8

Arranging Apples					Page 131
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR6 LCR10 LCE5 LCE11 LCE15 LCE16 LCS2 LCS3 LCS4	CMM1	SESHC6 SESHC7	SEALS1 SEALS2 SEALS4 SEALS10 SEALS11 SEALC3 SEALC6 SEALC7 SEALC8	PDF1 PDSH6
49-60 months	LCR1 LXR5 LCR8 LCE6 LCE9 LCE10 LCS1 LCS3	CMM2	SESHC8 SESHC10	SEALS1 SEALC1 SEALC3 SEALS4 SEALS5 SEALS8	PDF1 PDHP8

Little Engine and Friends Puzzles					Page 133
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR2 LCE5 LCE15 LCE18 LCS2 LCS3 LCS4	CELVE4 CELL4 CELV3 CMP3 CMG2	SESHC6 SESHC7	SEALS1 SEALS2 SEALS4 SEALS10 SEALS11 SEALC3 SEALC6 SEALC7 SEALC8	PDF5 PDSP6
49-60 months	LCR1 LCR5 LCR7 LCE10 LCE11 LCS1 LCS2	CELVE6 CELV1 CELV3 CELV4 CMS1	SESHC8 SESHC10	SEALS1 SEALC1 SEALC3 SEALS4 SEALS5 SEALS8	PDF5 PDHP8

What is Missing?					Page 143
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR2 LCE5 LCE15 LCE18 LCS2 LCS3 LCS4	CELVE4 CELL4 CELV2 CMP3 CMG2	SESHC6 SESHC7	SEALS1 SEALS2 SEALS4 SEALS10 SEALS11 SEALC3 SEALC6 SEALC7 SEALC8	PDSP6
49-60 months	LCR1 LCR5 LCR7 LCE10 LCE11 LCS1 LCS2	CELVE6 CELV1 CELV4 CMS1	SESHC8 SESHC10	SEALS1 SEALC1 SEALC3 SEALS4 SEALS5 SEALS8	PDHP8

Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCE15 LCE18 LCS2 LCS4	CELVE4 CELL4 CELV4 CMN1 CMN3 CMG3	SESHC6 SESHC7	SEALS1 SEALS2 SEALS4 SEALS10 SEALS11 SEALC3 SEALC6 SEALC7 SEALC8	PDF1 PDSH6
49-60 months	LCR1 LCR7 LCE10 LCS1 LCS2	CELVE1 CMN1 CMN2 CMN3 CMS1 CMS2	SESHC8 SESHC10	SEALS1 SEALC1 SEALC3 SEALS4 SEALS5 SEALS8	PDF1 PDHP8

Gross Motor Goals and Objectives

LD Language Development
 CD Cognitive Development
 C/SED Cognitive/Social Emotional Development
 SED Social and Emotional Development
 PD Physical Development

Toys in the Train					Page 163
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR6 LCR8 LCR10 LCS2 LCS3 LCS4	CELVE4 CELL2 CELL4 CELPH1 CELPH4 CMP1 CMG1	SESHC6 SESHC7 SESHC8 SESHC9	SEALS1 SEALS2 SEALS4 SEALS6 SEALS8 SEALS10 SEALS11 SEALC4 SEALC6 SEALC7 SEALC8	PDG7 PDSH6
49-60 months	LCR1 LCR5 LCR7 LCR10 LCE1 LCE10 LCE11 LCS1 LCS2 LCS3	CELVE5 CMS1	SESHC8 SESHC10 SESHC11 SESHC12	SEALS2 SEALS3 SEALC1 SEALC3 SEALS4 SEALS5 SEALS10 SELM8	PDG5 PDHP8

Chugging Along					Page 165
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR4 LCR10	CMG1	SESHC6 SESHC7 SESHC8 SESCMD3	SEALS1 SEALS2 SEALS4 SEALS6 SEALS8 SEALS10 SEALS11 SEALC4 SEALC6 SEALC7 SEALC8	PDG6 PDSH6
49-60 months	LCR1 LCR5 LCR10	CMS1	SESHC8 SESHC10 SESHC11 CECMD3	SEALS3 SEALC1 SEALC3 SEALS4 SEALS5 SEALS10 SELM8	PDG2 PDHP8

The Clown Hop					Page 166
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR4 LCR10	CMN1 CMG1	SESHC6 SESHC7 SESHC8 SESCMD3	SEALS1 SEALS2 SEALS4 SEALS6 SEALS8 SEALS10 SEALS11 SEALC4 SEALC6 SEALC7 SEALC8	PDG6 PDSH6
49-60 months	LCR1 LCR5 LCR10	CMN1 CMS1	SESHC8 SESHC10 SESHC11 CECMD3	SEALS3 SEALC1 SEALC3 SEALS4 SEALS5 SEALS10 SELM8	PDG2 PDHP8

Stop the Train					Page 167
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR5 LCR10 LCE11 LCE18 LCS1 LCS2 LCS3 LCS4	CELVE1 CELL1 CELL2 CELL4 CELP3 CELPR1 CMG1	SESHC5 SESHC6 SESHC7 SESHC8 SESHC9 SESH3 SECMD1 SECMD2	SEALS2 SEALS4 SEALS6 SEALS7 SEALS8 SEALS10 SEALS11 SEALC2 SEALC3 SEALC4 SEALC5 SEALC6 SEALC8	PDG6 PDSH6
49-60 months	LCR1 LCR5 LCR9 LCE7 LCE10 LCS1 LCS2 LCS3 LCS4	CELVE1 CELVE2 CELVE6 CELVE7 CELL8 CMS1	SESHC1 SESHC5 SESHC7 SESHC8 SESHC10 SESHC11 SESHC12 SESH3 SESH4 CECMD1 CECMD2	SEALS1 SEALS2 SEALC1 SEALC2 SEALC3 SEALS6 SEALS8 SEALS9	PDG2 PDHP8

Milk Bottle Bowling					Page 171
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR3 LCR4 LCR10	CMN1 CMG1	SESHC6 SESHC7 SESHC8 SESCMD3	SEALS1 SEALS2 SEALS4 SEALS6 SEALS8 SEALS10 SEALS11 SEALC4 SEALC6 SEALC7 SEALC8	PDG6 PDSH6
49-60 months	LCR1 LCR5 LCR10	CMN1 CMS1	SESHC8 SESHC10 SESHC11 CECMD3	SEALS3 SEALC1 SEALC3 SEALS4 SEALS5 SEALS10 SELM8	PDG5 PDHP8

Cooked Play Dough					Page 172
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR4 LCR6 LCE16 LCE18 LCS1 LCS2 LCS3 LCS4	CELVE4 CELL4 CMG2	SESGC6 SESHC7 SESHC9 SECA1	SEALS1 SEALS4 SEALS5 SEALS7 SEALS8 SEALS9 SEALS11 SEALC1 SEALC2 SEALS3 SEALS5 SEALC6 SEALS7 SEALC8	PDF3 PDSH6
49-60 months	LCR1 LCR5 LCR7 LCR12 LCE7 LCE10 LCE11 LCS1 LCS2 LCS4	CELL3 CMS1	SESHC8 SESHC10 SESGC12 SESG1 SESG3 CECA1	SEALS1 SEALS2 SEALS3 SEALC1 SEALC2 SEALC3 SEALS4 SEALS5 SEALS8 SELS10 SEALM4	PDF3 PDHP8

Painting on an Easel					Page 173
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR6 LCR8 LCR10 LCE15 LCE16 LCE18 LCS1 LCS2 LCS3 LCS4	CELVE4 CELL4 CELPR3 CELLR1 CMG2	SESGC6 SESHC7 SESHC9	SEALS1 SEALS SEALS7 SEALS11 SEALC6 SEALC8	PDG6 PDF1 PDSH2 PDSH3 PDSH6
49-60 months	LCR1 LCR5 LCR7 LCR8 LCR10 LCR12 LCE7 LCE10 LCE11 LCS1 LCS2 LCS4	CELL3 CELP1 CELLR1 CELLR5 CMS1	SESHC8 SESHC10 SESGC12 SESG1 SESG3	SEALS4 SEALS5 SEALS8 SELS10 SEALM3 SEALM8 SELM10	PDG8 PDF4 PDHP1 PDHP5 PDHP8

Fine Motor Goals and Objectives

LD Language Development

CD Cognitive Development

C/SED Cognitive/Social Emotional Development

SED Social and Emotional Development

PD Physical Development

Chugging Along Headbands					Page 175
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR4 LCR5 LCR6 LCE5 LCE8 CLE11 LCE15 LCE16 LCE18 LCS1 LCS2 LCS3 LCS4	CELVE1 CELVE4 CELL1 CELL2 CELL4 CELPH1 CELPH3 CELPH4 CELPR1 CELPR2 CMM4 CMG2	SESH9 SESH3 SESH4 SECM1 SECM2 SECMD3	SEALS2 SEALS4 SEALS6 SEALS7 SEALS8 SEALS10 SEALS11 SEALC3 SEALC6 SEALC8	PDSH6
49-60 months	LCR1 LCR5 LCR7 LCR9 LCE1 LCE6 LCE10 LCE11 LCE14 LCE15 LCS1 LCS2 LCS3 LCS4	CELL1 CELL3 CELL4 CELL5 CELL7 CELL8 CELVE1 CELVE2 CELVE3 CELVE7 CMS1	SESHC12 SESH1 SESH3 SESH4 SESH5 SESG1 SESG3 CECM1 CECM2 CECMD3	SEALS1 SEALC1 SEALCC3 SEALS4 SEALS5 SEALS8 SEALS10 SEALM8	PDHP8

Good Things for Boys and Girls					Page 181
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR6 LCE16 LCE18 LCS1 LCS2 LCS3 LCS4	CMG2	SESGC6 SESHC7 SESHC9	SEALS1 SEALS SEALS7 SEALS11 SEALC6 SEALC8	PDF1 PDF4 PDSH6
49-60 months	LCR1 LCR5 LCR7 LCE7 LCS1 LCS2 LCS4	CMS1	SESHC8 SESHC10 SESGC12 SESG1 SESG3	SEALS4 SEALS5 SEALS8 SELS10 SEALM3 SEALM8 SELM10	PDF1 PDF4 PDHP8

Cutting Grids					Page 185
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR6 LCE16 LCE18 LCS1 LCS2 LCS3 LCS4	CMG2	SESGC6 SESHC7 SESHC9	SEALS1 SEALS SEALS7 SEALS11 SEALC6 SEALC8	PDF1 PDF4 PDSH6
49-60 months	LCR1 LCR5 LCR7 LCE7 LCS1 LCS2 LCS4	CMS1	SESHC8 SESHC10 SESGC12 SESG1 SESG3	SEALS4 SEALS5 SEALS8 SELS10 SEALM3 SEALM8 SELM10	PDF1 PDF4 PDHP8

Lacing					Page 191
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR6 LCE16 LCE18 LCS1 LCS2 LCS3 LCS4	CMG2	SESGC6 SESHC7 SESHC9	SEALS1 SEALS SEALS7 SEALS11 SEALC6 SEALC8	PDF5 PDSH6
49-60 months	LCR1 LCR5 LCR7 LCE7 LCS1 LCS2 LCS4	CMS1	SESHC8 SESHC10 SESGC12 SESG1 SESG3	SEALS4 SEALS5 SEALS8 SELS10 SEALM3 SEALM8 SELM10	PDF1 PDHP8

Puffy Bear					Page 195
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR6 LCE16 LCE18 LCS1 LCS2 LCS3 LCS4	CMG2	SESGC6 SESHC7 SESHC9	SEALS1 SEALS SEALS7 SEALS11 SEALC6 SEALC8	PDF1 PDF4 PDSH6
49-60 months	LCR1 LCR5 LCR7 LCE7 LCS1 LCS2 LCS4	CMS1	SESHC8 SESHC10 SESGC12 SESG1 SESG3	SEALS4 SEALS5 SEALS8 SELS10 SEALM3 SEALM8 SELM10	PDF1 PDF4 PDHP8

Follow the Path					Page 199
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR8 LCR10 LCS2 LCS3 LCS4	CELVE4 CELV2 CMG1 CMG2 CMG5	SESGC6 SESHC7 SESHC9	SEALS1 SEALS4 SEALS7 SEALS10 SEALS11 SEALC4 SEALC6 SEALC8	PDF1 PDSH6
49-60 months	LCR1 LCR5 LCR6 LCR7 LCR9 LCE7 LCE10 LCE11 LCS1 LCS2	CELL8 CELV4 CMP2 CMS1 CMS2	SESHC8 SESHC10 SESGC12 SESG1 SESG3	SEALC1 SEALC3 SEALS5 SEALS8 SEALS10	PDF4 PDHP8

Caboose Matching					Page 211
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR8 LCR10 LCS2 LCS3 LCS4	CELVE4 CELV1 CELV2 CMP1 CMG1 CMG2 CMG5	SESGC6 SESHC7 SESHC9	SEALS1 SEALS4 SEALS7 SEALS10 SEALS11 SEALC4 SEALC6 SEALC8	PDF1 PDSH6
49-60 months	LCR1 LCR5 LCR6 LCR7 LCR9 LCE7 LCE10 LCE11 LCS1 LCS2	CELL8 CELV1 CELV4 CMP2 CMS1 CMS2	SESHC8 SESHC10 SESGC12 SESG1 SESG3	SEALC1 SEALC3 SEALS5 SEALS8 SEALS10	PDF4 PDHP8

Daily Living, Cooking and Self-Help Objectives

LD Language Development
 CD Cognitive Development
 C/SED Cognitive/Social Emotional Development
 SED Social and Emotional Development
 PD Physical Development

Clown Faces					Page 217
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR6 LCR8 LCR10 LCE5 LCE11 LCS1 LCS2 LCS3 LCS4	CMN1 CMG2	SESHC6 SESHC7 SESHC9 SESH2 SESH3	SEALS1 SEALS4 SEALS11 SEALC6 SEALC8	PDF1 PDSH6
49-60 months	LCR1 LCR5 LCR9 LCE10 LCS1 LCS3	CMN1 CMS1	SESHC8 SESHC12 SESH4 SESG1	SEALC3 SEALS4	PDF1 PDHP8

Clown Shoes					Page 221
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR5 LCR6 LCR8 LCR10 LCE5 LCE11 LCS1 LCS2 LCS3 LCS4	CELL2 CELL4 CELPH1 CELPH4 CELV1 CMN3 CMG2	SESHC6 SESHC7 SESHC9 SESH2 SESH3	SEALS1 SEALS4 SEALS11 SEALC6 SEALC8	PDF5 PDSH3 PDSH6
49-60 months	LCR1 LCR5 LCR9 LCE1 LCE10 LCS1 LCS3	CELL8 CMP2 CMS1	SESHC8 SESHC12 SESH4 SESG1	SEALC3 SEALS4	PDF1 PDHP1 PDHP8

Recipes		Pages 223-228			
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR6 LCR10 LCE5 LCE16	CELVVE4 CMM4 CMG1 CSE1	SESHC5 SESHC6 SESHC7 SESHC9 SESH1 SESH2 SESH3	SEALS1 SEALS4 SEALS8 SEALS11 SEALC6	PDF1 PDSH3 PDSH6
49-60 months	LCR1 LCR5 LCR11 LCR12 LCE4	CELL8 CMM1 CMS1	SESHC5 SESHC6 SESHC8 SESHC10 SESHC12 SESH1 SESH3 SESH4 SESG5	SEALC1 SEALC3 SEALS7	PDF1 PDHP5 PDHP6 PDHP8

Socialization Goals and Objectives

LD Language Development

CD Cognitive Development

C/SED Cognitive/Social Emotional Development

SED Social and Emotional Development

PD Physical Development

Dramatic Play and Prop Suggestions					Page 231
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR4 LCR6 LCR9 LCE4 LCE6 LCE8 LCE10 LCE13 LCE15 LCE16 LCE17 LCE18 LCE19 LCS1 LCS2 LCS3 LCS4	CELVE3 CELL2 CELL4 CMM4 CMG1 CMG2 CSE1	SESHC1 SESHC6 SESHC7 SESHC8 SESHC9 SESH3 SECMD3 SECMD4	SEALS1 SEALS2 SEALS4 SEALS5 SEALS6 SEALS7 SEALS8 SEALS9 SEALS10 SEALS11 SEALC1 SEALC2 SEALC3 SEALC4 SEALC5 SEALC6 SEALC7	PDSH2 PDSH3 PDSH6
49-60 months	LCR1 LCR5 LCR10 LCR11 LCE3 LCE4 LCE6 LCE7 LCE8 LCE9 LCE10 LCE11 LCE12 LCE14 LCE15 LCS1 LCS2 LCS3 LCS4	CELL1 CELL2 CELVE2 CMM1 CMS1	SESHC1 SESHC3 SESHC4 SESHC5 SESHC7 SESHC8 SESHC9 SESHC10 SESHC11 SESHC12 SESH1 SESH3 SESG1 CECMD3 CECMD4 CECMD5	SEALS1 SEALS2 SEALC1 SEALC2 SEALC3 SEALS5 SEALS8 SEALS9 SEALS10 SEALM5 SEALM8 SEALM9	PDHP1 PDSH2 PDHP8

Clown Shoes and Hat Relay					Page 232
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR8 LCR10 LCE5 LCE11 LCE15 LCE18 LCS1 LCS2 LCS3 LCS4	CELL2 CELL4 CMG1 CMG2	SESHC6 SESHC7 SESHC8 SESHC9	SEALS1 SEALS2 SEALS4 SEALS8 SEALS10 SEALS11 SEALS6 SEALS8	PDG6 PDSH4 PDSH6
49-60 months	LCR1 LCR5 LCR10 LCE7 LCE10 LCS1 LCS2	CELL8 CMS1	SESHC7 SESHC10 SESHC12	SEALS2 SEALC1 SEALC3 SEALS5 SEALS8 SEALS10 SEALM8	PDG1 PDHP1 PDHP8

Clown Hats					Page 233
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR4 LCR6 LCR9 LCE4 LCE6 LCE8 LCE10 LCE13 LCE15 LCE17 LCE18 LCE19 LCS1	CELVE3 CELL2 CELL4 CMM4 CMG1 CMG2 CSE1	SESHC1 SESHC6 SESHC7 SESHC8 SESHC9 SESH3 SECMD3 SECMD4	SEALS1 SEALS2 SEALS4 SEALS5 SEALS6 SEALS7 SEALS8 SEALS9 SEALS10 SEALC1 SEALC2 SEALC3 SEALC4 SEALC5 SEALC6	PDF2 PDSH6
49-60 months	LCR1 LCR5 LCR10 LCR11 LCE3 LCE4 LCE6 LCE7 LCE8 LCE9 LCE12 LCE14 LCE15 LCS1	CELL1 CELL2 CELVE2 CMM1 CMS1	SESHC1 SESHC3 SESHC4 SESHC5 SESHC7 SESHC8 SESHC9 SESHC10 SESHC11 SESH1 SESH3 SESG1 CECMD3 CECMD4	SEALS1 SEALS2 SEALC1 SEALC2 SEALC3 SEALS5 SEALS8 SEALS9 SEALS10 SEALM5 SEALM8 SEALM9	PDF2 PDHP8

Box Cars					Page 234
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1	CELVE3	SESHC1	SEALS1	PDG2
	LCR3	CELL2	SESHC6	SEALS2	PDSH2
	LCR4	CELL4	SESHC7	SEALS4	PDSH3
	LCR6	CMM4	SESHC8	SEALS5	PDSH6
	LCR9	CMG1	SESHC9	SEALS6	
	LCE4	CMG2	SESH3	SEALS7	
	LCE6	CSE1	SECMD3	SEALS8	
	LCE8		SECMD4	SEALS9	
	LCE10			SEALS10	
	LCE13			SEALS11	
	LCE15			SEALC1	
	LCE16			SEALC2	
	LCE17			SEALC3	
	LCE18			SEALC4	
	LCE19			SEALC5	
	LCS1			SEALC6	
	LCS2			SEALC7	
	LCS3				
	LCS4				
	49-60 months	LCR1	CELL1	SESHC1	SEALS1
LCR5		CELL2	SESHC3	SEALS2	PDHP1
LCR10		CELVE2	SESHC4	SEALC1	PDSH2
LCR11		CMM1	SESHC5	SEALC2	PDHP8
LCE3		CMS1	SESHC7	SEALC3	
LCE4			SESHC8	SEALS5	
LCE6			SESHC9	SEALS8	
LCE7			SESHC10	SEALS9	
LCE8			SESHC11	SEALS10	
LCE9			SESHC12	SEALM5	
LCE10			SESH1	SEALM8	
LCE11			SESH3	SEALM9	
LCE12			SESG1		
LCE14			CECMD3		
LCE15			CECMD4		
LCS1			CECMD5		
LCS2					
LCS3					
LCS4					

Happy or Sad?					Page 235
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR5 LCR10 LCE5 LCE6 LCE11 LCE14 LCE16 LCE18 LCS2 LCS3 LCS4	CEKVE1 CEKVE3 CELL1 CELL2 CELL4 CELPR1 CELPR2	SESHC6 SESHC7 SESHC8 SESHC9 SECMD3 SECMD4	SEALS1 SEALS2 SEALS4 SEALS6 SEALS8 SEALS10 SEALS11 SEALC4 SEALC6 SEALC7 SEALC8	PDSH6
49-60 months	LCR1 LCR6 LCR8 LCE3 LCE4 LCE6 LCE10 LCE11 LCS1 LCS2 LCS3 LCS4	CELL1 CELL3 CELL4 CELL5 CELL6 CELL7 CELL8 CELVE1 CELVE2 CELVE7	SESHC10 SESHC11 SESHC12 CECMD3 CECMD4	SEALS2 SEALS3 SEALC1 SEALC3 SEALS4 SEALS5 SEALS10 SELM8	PDHP8

I'm Proud of Me!					Page 243
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR5 LCR10 LCE5 LCE6 LCE11 LCE14 LCE16 LCE18 LCS2 LCS3 LCS4	CEKVE1 CEKVE3 CELL1 CELL2 CELL4 CELPR1 CELPR2	SESHC6 SESHC7 SESHC8 SESHC9 SECMD3 SECMD4	SEALS1 SEALS2 SEALS4 SEALS6 SEALS8 SEALS10 SEALS11 SEALC4 SEALC6 SEALC7 SEALC8	PDSH6
49-60 months	LCR1 LCR6 LCR8 LCE3 LCE4 LCE6 LCE10 LCE11 LCS1 LCS2 LCS3	CELL1 CELL3 CELL4 CELL5 CELL6 CELL7 CELL8 CELVE1 CELVE2 CELVE7	SESHC10 SESHC11 SESHC12 CECMD3 CECMD4	SEALS2 SEALS3 SEALC1 SEALC3 SEALS4 SEALS5 SEALS10 SELM8	PDHP8

Music and Rhyme Goals and Objectives

LD Language Development

CD Cognitive Development

C/SED Cognitive/Social Emotional Development

SED Social and Emotional Development

PD Physical Development

Mother Goose Rhymes					Page 245
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR4 LCR5 LCR6 LCR10 LCE2 LCE7 LCE11 LCE15 LCE16 LCE18 LCS2 LCS4	CELL2 CELL4 CELPH1 CELPH3 CELPH4	SESHC5 SESHC6 SESHC9 SESH3 SECM2	SEALS1 SEALS2 SEALS4 SEALS7 SELS8 SEALS10 SEALS11 SEALC6 SEALC8	PDG6 PDSH6
49-60 months	LCR1 LCR7 LCR11 LCE1 LCE6 LCE7 LCE9 LCE10 LCS1 LCS2	CELVE3 CELPH3	SHSHC5 SESHC8 SESHC10 SESHC12 SESH1 SESH2 SESH4 CECM2	SEALS2 SEALS3 SEALC1 SEALC3 SEALS5 SEALS8	PDG2 PDHP8

Mother Goose Every Day					Page 253
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR4 LCR5 LCR6 LCR10 LCE2 LCE7 LCE11 LCE15 LCE16 LCE18 LCS2 LCS4	CELL2 CELL4 CELPH1 CELPH3 CELPH4	SESHC5 SESHC6 SESHC9 SESH3 SECM2	SEALS1 SEALS2 SEALS4 SEALS7 SELS8 SEALS10 SEALS11 SEALC6 SEALC8	PDSH6
49-60 months	LCR1 LCR7 LCR11 LCE1 LCE6 LCE7 LCE9 LCE10 LCS1 LCS2	CELVE3 CELPH3	SHSHC5 SESHC8 SESHC10 SESHC12 SESH1 SESH2 SESH4 CECM2	SEALS2 SEALS3 SEALC1 SEALC3 SEALS5 SEALS8	PDHP8

Rhymes and Finger Plays					Pages 257-262
Age	LD	CD	C/SED	SED	PD
37-48 months	LCR1 LCR3 LCR4 LCR5 LCR6 LCR10 LCE2 LCE7 LCE11 LCE15 LCE16 LCE18 LCS2 LCS4	CELL2 CELL4 CELPH1 CELPH3 CELPH4	SESHC5 SESHC6 SESHC9 SESH3 SECM2	SEALS1 SEALS2 SEALS4 SEALS7 SELS8 SEALS10 SEALS11 SEALC6 SEALC8	PDG6 PDSH6
49-60 months	LCR1 LCR7 LCR11 LCE1 LCE6 LCE7 LCE9 LCE10 LCS1 LCS2	CELVE3 CELPH3	SHSHC5 SESHC8 SESHC10 SESHC12 SESH1 SESH2 SESH4 CECM2	SEALS2 SEALS3 SEALC1 SEALC3 SEALS5 SEALS8	PDG2 PDHP8