

The Vine Assessment System™

by LifeCubby

*A Fully Integrated Platform for Observation,
Daily Reporting, Communications and Assessment*

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:
State of Alaska Early Learning Guidelines



References



Alaska Department of Education and Early Development. (2007). *State of Alaska early learning guidelines*. AK: Author. Retrieved from <https://education.alaska.gov/publications/earlylearningguidelines.pdf>

State of Alaska Early Learning Guidelines	Vine Assessments by LifeCubby
Physical Well-Being, Health, and Motor Development	Vine Indicators
Motor Development	
Goal 1: Children demonstrate strength and coordination of large motor muscles.	
Birth to 18 Months	
Lifts head and chest while on tummy	PMP 17-1 Develops Perception & Balance
Gains control of arm and leg movements	PMP 17-2 Develops Lower Body Strength
Rolls over	PMP 17-1 Develops Perception & Balance
Pounds on things with hands and kicks legs	PMP 17-3 Develops Upper Body Strength
Reaches for feet and brings them to mouth	PMP 17-2 Develops Lower Body Strength
Sits with support and later, sits without support	PMP 17-1 Develops Perception & Balance
Rocks back and forth on hands and knees and later, crawls	PMP 17-2 Develops Lower Body Strength
Pulls self up to stand, holding on to something or someone	PMP 17-3 Develops Upper Body Strength
Walks holding on to furniture, then later as the primary means of moving around	PMP 17-3 Develops Upper Body Strength
Stoops over to explore things on the ground	PMP 17-1 Develops Perception & Balance
Tries to climb stairs, with assistance	PMP 17-5 Develops Large Motor Coordination Skills
18-36 Months	
Carries toys or objects while walking	PMP 17-3 Develops Upper Body Strength
Walks and runs with skill, changing both speed and direction	PMP 17-1 Develops Perception & Balance
Walks backwards	PMP 17-1 Develops Perception & Balance
Climbs both in and out of bed or onto a steady adult chair	PMP 17-5 Develops Large Motor Coordination Skills
Pounds object with intent and precision (e.g., hammers peg with accuracy)	PMP 17-4 Develops Gross Hand-Eye Coordination
Kicks and throws a ball, but with little control of direction or speed	PMP 17-5 Develops Large Motor Coordination Skills
Jumps in place	PMP 17-2 Develops Lower Body Strength
Balances on one foot briefly	PMP 17-1 Develops Perception & Balance
Bends over easily at the waist, without falling	PMP 17-1 Develops Perception & Balance
Walks in a straight line	PMP 17-1 Develops Perception & Balance
Walks up and down stairs, not alternating feet, without assistance	PMP 17-5 Develops Large Motor Coordination Skills
36-60 Months	
Walks and runs in circular paths (e.g., around obstacles and corners)	PMP 17-1 Develops Perception & Balance
Crawls through a play tunnel or under tables	PMP 17-1 Develops Perception & Balance
Climbs on play equipment	PMP 17-5 Develops Large Motor Coordination Skills

Throws large beanbags or ball with some accuracy	PMP 17-4 Develops Gross Hand-Eye Coordination
Catches large balls with two hands	PMP 17-4 Develops Gross Hand-Eye Coordination
Kicks ball forward	PMP 17-5 Develops Large Motor Coordination Skills
Balances on one foot	PMP 17-1 Develops Perception & Balance
Hops forward on one foot without losing balance	PMP 17-1 Develops Perception & Balance
Jumps on two feet and over small objects with balance and control	PMP 17-1 Develops Perception & Balance
Gallops with skill	PMP 17-2 Develops Lower Body Strength
Pedals consistently when riding tricycle	PMP 17-5 Develops Large Motor Coordination Skills
Walks up and down stairs, using alternating feet, with assistance	PMP 17-5 Develops Large Motor Coordination Skills
60 Months to Kindergarten Entry	
Runs with an even gait and with few falls	PMP 17-2 Develops Lower Body Strength
Hops on each foot separately without support	PMP 17-1 Develops Perception & Balance
Maintains balance while bending, twisting, or stretching	PMP 17-1 Develops Perception & Balance
Walks up and down stairs while holding an object in one or both hands	PMP 17-5 Develops Large Motor Coordination Skills
Moves body into position to catch a ball, then throws the ball in the right direction	PMP 17-4 Develops Gross Hand-Eye Coordination
Kicks large ball to a given point with some accuracy	PMP 17-5 Develops Large Motor Coordination Skills
Able to alternate weight and feet while skipping or using stairs	PMP 17-5 Develops Large Motor Coordination Skills
Throws a medium-size ball with some accuracy	PMP 17-4 Develops Gross Hand-Eye Coordination
Goal 2: Children demonstrate strength and coordination of small motor muscles	
Birth to 18 Months	
Grasps caregivers' fingers	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Consistently reaches for toys, objects, and bottles with both hands	PMP 18-2 Develops Fine Hand-Eye Coordination
Mimics hand clapping or a good-bye wave	PMP 17-4 Develops Gross Hand-Eye Coordination
Transfers small objects from hand to hand	PMP 17-4 Develops Gross Hand-Eye Coordination
Empties objects from containers	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Picks up object with thumb and forefinger	PMP 18-2 Develops Fine Hand-Eye Coordination
Turns pages of large books, often turning multiple pages at the same time	PMP 18-2 Develops Fine Hand-Eye Coordination
Makes marks on paper with large writing/ drawing implements (e.g., thick pencil, crayon, marker)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
18-36 Months	

Turns book pages one page at a time, most of the time	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Scribbles with crayons and begins to imitate marks (e.g., a circle)	LKS 9-1 Develops Emergent Writing
Uses a paintbrush	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Folds blanket, cloth diaper, or paper, with assistance	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Pours liquid from small pitcher or cup	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Makes attempts to stack objects	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Opens doors, with assistance, by turning and pulling doorknobs	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Uses some eating utensils appropriately	PMP 19-1 Develops Meal Time Independence
Works simple "insert" puzzles (e.g., completes simple puzzle, uses shape sorter box)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
36-60 Months	
Eats with utensils	PMP 19-1 Develops Meal Time Independence
Uses various drawing and art materials (e.g., crayons, brushes, finger paint)	LKS 9-1 Develops Emergent Writing
Copies shapes and geometric designs	LKS 9-1 Develops Emergent Writing
Opens and closes blunt scissors with one hand	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Cuts a piece of paper on a straight line and on a curve. With blunt scissors, may not cut accurately	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Manipulates small objects with ease (e.g., strings beads, fits small objects into holes)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Fastens large buttons	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Uses large zippers	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Uses stapler or hole punch	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Completes increasingly complex puzzles (e.g., single, cut-out figures to 10-piece puzzles)	PMP 18-2 Develops Fine Hand-Eye Coordination
Writes some recognizable letters or numbers	LKS 9-1 Develops Emergent Writing
60 Months to Kindergarten Entry	
Removes and replaces easy-to-open container lids	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Folds paper and makes paper objects (e.g., airplanes, origami), with assistance	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Cuts, draws, glues with materials provided	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills

Ties knots and shoe laces, with assistance	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Prints some letters in own name	LKS 9-1 Develops Emergent Writing
Buttons large buttons on clothing	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Tears tape off a dispenser without letting the tape get stuck to itself, most of the time	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Puts together and pulls apart manipulatives (e.g., Legos, beads for stringing and sewing, Lincoln Logs) appropriately	PMP 18-2 Develops Fine Hand-Eye Coordination
Goal 3: Children use their senses: sight, hearing, smell, taste, and touch, to guide and integrate their interactions	
Birth to 18 Months	
Responds by turning toward sound, movement, and touch	LC 7-1 Develops Receptive Communication
Focuses eyes on near and far objects	CS 13-1 Explores Objects
Enjoys swinging and rocking	CCA 21-3 Explores Movement and Dance
Calms with caregiver assistance	SED 3-2 Manages Feelings & Demonstrates Self-Control
Explores the environment with mouth and hands	CS 13-1 Explores Objects
Moves objects from one hand to the other	PMP 17-4 Develops Gross Hand-Eye Coordination
Coordinates eye and hand movements (e.g., puts objects into large container)	PMP 18-2 Develops Fine Hand-Eye Coordination
Explores and responds to different surface textures (e.g., hard top tables, soft cushions)	CS 13-1 Explores Objects
18-36 Months	
Performs basic creative movements, with adult guidance or alone (e.g., dances to music or rhythm)	CCA 21-3 Explores Movement and Dance
Demonstrates awareness of own body in space (e.g., walks around table without bumping into it)	PMP 17-1 Develops Perception & Balance
Eats food with a variety of textures	PMP 20-1 Learns about Nutrition
Exhibits eye-hand coordination (e.g., builds with blocks, completes simple puzzles, strings large beads)	PMP 18-2 Develops Fine Hand-Eye Coordination
Enjoys climbing, walking up inclines, sliding, and swinging	PMP 17-5 Develops Large Motor Coordination Skills
Plays with materials of different textures (e.g., sand, water, leaves)	CS 13-1 Explores Objects
36-60 Months	
Physically reacts appropriately to the environment (e.g., bends knees to soften a landing, moves quickly to avoid obstacles)	PMP 17-1 Develops Perception & Balance
Demonstrates concepts through movement (e.g., imitates an animal through movement, sounds, dress, dramatization, dance)	CCA 21-3 Explores Movement and Dance CCA 21-4 Participates in Dramatic Play

Improves eye-hand coordination (e.g., catches a bounced ball)	PMP 17-4 Develops Gross Hand-Eye Coordination
Practices sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding	PMP 17-5 Develops Large Motor Coordination Skills
60 Months to Kindergarten Entry	
Hits a medium-size ball (6" to 8") with a bat with some consistency	PMP 17-4 Develops Gross Hand-Eye Coordination
Catches a ball thrown from a distance of five to ten feet	PMP 17-4 Develops Gross Hand-Eye Coordination
Manipulates simple puppets	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Carries a glass of water or juice across the room without spilling it	PMP 17-1 Develops Perception & Balance
	PMP 17-3 Develops Upper Body Strength
Enjoys vigorous, active play combined with social contact and game rules (e.g., freeze tag, hide and seek, snow play)	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Physical Fitness	
Goal 4: Children demonstrate the stamina and energy to participate in daily activities	
Birth to 18 Months	
Shows alertness during waking periods	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Lifts head, makes facial expressions	PMP 17-1 Develops Perception & Balance
Sustains physical activity for at least three to five minutes at a time (recognizing the unique capabilities of the child)	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Initiates active play, exploring and interacting with environment	ATL 1-4 Is Curious
Sustains strength for increased periods of time as child ages	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
18-36 Months	
Participates actively in games, outdoor play, and other forms of physical movement	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Runs spontaneously across the room or yard	PMP 17-2 Develops Lower Body Strength
Engages in unstructured physical activities for at least 60 minutes and up to several hours each day	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Sustains physical (aerobic) activity for at least 15 minutes at a time, for at least 30 minutes each day	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Sleeps well, awakening rested and ready for daily activities	PMP 19-4 Develops Naptime Independence
36-60 Months	
Carries light objects, bags, or backpack for a short distance	PMP 17-3 Develops Upper Body Strength

Repetitively practices new skills	ATL 1-3 Is Persistent
Engages in at least 60 minutes, and up to several hours of unstructured physical activity on a daily basis	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Engages in physical activities for a total of at least 60 minutes each day, sustaining physical activity for at least 15 minutes at a time	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
60 Months to Kindergarten Entry	
Runs 50 to 75 yards without stopping	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Engages in physical activities for at least 60 minutes throughout each day	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Initiates physical activities (e.g., movement games with other children, dancing to music)	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Goal 5: Children engage in a variety of physical activities	
Birth to 18 Months	
Attempts new gross and fine motor activities, often with assistance	PMP 17-1 Develops Perception & Balance PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Demonstrates willingness to try new games and toys	ATL 1-4 Is Curious
Shows excitement when toys and objects are used in play	ATL 1-4 Is Curious
Participates in simple movement games	CCA 21-3 Explores Movement and Dance
18-36 Months	
Attempts new activities that require physical movement, without adult assistance	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Participates actively in games, dance, outdoor play, and other forms of exercise	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Develops a sense of games and rules in games like hide and seek and tag	ATL 1-6 Thinks with Creativity & Flexibility ATL 2-2 Shows Responsibility
36-60 Months	
Participates in different physical activities (e.g., walking, climbing, playing in snow, throwing, dancing) with enthusiasm	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Incorporates various physical activities while transitioning from one place to another (e.g., marches between the kitchen and the bathroom)	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Participates in cooperative games with peers	SED 6-3 Cooperates with Peers
60 Months to Kindergarten Entry	
Regularly participates in physical activity (e.g., walks, dances, plays organized or informal sports)	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Helps with physical chores (e.g., raking leaves, sweeping the floor, carrying laundry, putting away toys)	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Participates in cooperative games with peers	SED 6-3 Cooperates with Peers

Health and Personal Care	
Goal 6: Children demonstrate personal health and hygiene skills	
Birth to 18 Months	
Relaxes during bathing routines	ATL 2-1 Understands Routines
Responds to vocalizations during diaper changing routines	LC 7-1 Develops Receptive Communication
Washes and dries hands, with assistance	PMP 19-2 Develops Self-Care Skills
Begins to brush gums and teeth with assistance	PMP 19-2 Develops Self-Care Skills
Indicates needs and wants such as hunger or a dirty diaper	PMP 19-2 Develops Self-Care Skills
18-36 Months	
Uses tissue to wipe nose, with assistance	PMP 19-2 Develops Self-Care Skills
Indicates wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted	PMP 19-3 Becomes Toilet Trained
Shows interest in toilet training and can use toilet regularly by 36 months, with assistance	PMP 19-3 Becomes Toilet Trained
Washes and dries hands at appropriate times, with minimal assistance (e.g., after diapering/toileting, before meals, after blowing nose)	PMP 19-2 Develops Self-Care Skills
Communicates with caregiver when he/she is not feeling well	PMP 19-2 Develops Self-Care Skills
Participates in bathroom routines	PMP 19-3 Becomes Toilet Trained
Cooperates and assists caregiver with tooth brushing	PMP 19-2 Develops Self-Care Skills
36-60 Months	
Uses tissue to wipe own nose and throws tissue in wastebasket	PMP 19-2 Develops Self-Care Skills
Takes care of own toileting needs	PMP 19-3 Becomes Toilet Trained
Washes and dries hands before eating and after toileting, without assistance	PMP 19-2 Develops Self-Care Skills
Cooperates and assists caregiver with tooth brushing	PMP 19-2 Develops Self-Care Skills
Identifies health products (e.g., shampoo, toothpaste, soap)	PMP 19-2 Develops Self-Care Skills
Covers mouth when coughing	PMP 19-2 Develops Self-Care Skills
Recognizes and communicates when experiencing symptoms of illness	PMP 19-2 Develops Self-Care Skills
Understands the need for and participates in care for acute and chronic illness	PMP 19-2 Develops Self-Care Skills
60 Months to Kindergarten Entry	
Brushes teeth and attempts flossing with supervision, and then allows assistance to complete process	PMP 19-2 Develops Self-Care Skills
Washes face, without assistance	PMP 19-2 Develops Self-Care Skills

Covers mouth and nose when coughing and sneezing with elbow or tissue	PMP 19-2 Develops Self-Care Skills
Goal 7: Children practice basic personal care routines	
Birth to 18 Months	
Indicates anticipation of feeding on seeing breast, bottle, or food	PMP 19-1 Develops Meal Time Independence
Assists caregiver with holding bottle, later grasps a cup, then eats with fingers	PMP 19-1 Develops Meal Time Independence
Demonstrates increasing ability to self-soothe and fall asleep	PMP 19-4 Develops Naptime Independence
Removes loose clothing (e.g., socks, hats, mittens)	PMP 19-2 Develops Self-Care Skills
Assists with undressing, dressing, and diapering	PMP 19-2 Develops Self-Care Skills
18-36 Months	
Feeds self with spoon without assistance	PMP 19-1 Develops Meal Time Independence
Washes hands with assistance	PMP 19-2 Develops Self-Care Skills
Demonstrates interest in changing clothes when wet or muddy	PMP 19-2 Develops Self-Care Skills
Participates in putting on shoes and socks	PMP 19-2 Develops Self-Care Skills
Dresses and undresses completely, with assistance	PMP 19-2 Develops Self-Care Skills
Uses personal care objects correctly and regularly, sometimes with assistance (e.g., drinks from open cup, brushes hair, brushes teeth)	PMP 19-2 Develops Self-Care Skills
Participates in sleeping routines such as getting and arranging his/her bedtime comfort items	PMP 19-4 Develops Naptime Independence
36-60 Months	
Feeds self with fork and spoon, without assistance	PMP 19-1 Develops Meal Time Independence
Washes hands independently with frequency	PMP 19-2 Develops Self-Care Skills
Gets drink of water from appropriate tap, without assistance	PMP 19-1 Develops Meal Time Independence
Dresses and undresses with minimal help	PMP 19-2 Develops Self-Care Skills
Chooses own clothes to wear, when asked	PMP 19-2 Develops Self-Care Skills
Puts shoes on, without assistance	PMP 19-2 Develops Self-Care Skills
Decides, with few prompts, when to carry out self-help tasks (e.g., to wash hands when dirty and before meals)	PMP 19-2 Develops Self-Care Skills
Chooses to rest when he/she is tired	PMP 19-4 Develops Naptime Independence
Participates in helping younger siblings with personal care routines	SED 6-2 Bonds with Peers PMP 19-2 Develops Self-Care Skills
60 Months to Kindergarten Entry	
Uses fork, spoon, and (sometimes) a blunt table knife	PMP 19-4 Develops Naptime Independence

Pours milk or juice easily and with minimal spills	PMP 19-4 Develops Naptime Independence
Dresses and undresses in easy pull-on clothes, without assistance	PMP 19-2 Develops Self-Care Skills
Ties single knot in shoelaces, with assistance	PMP 19-2 Develops Self-Care Skills
Brushes and combs hair, with assistance	PMP 19-2 Develops Self-Care Skills
Helps select clothes appropriate for the weather	PMP 19-2 Develops Self-Care Skills
Goal 8: Children eat a variety of nutritious foods	
Birth to 18 Months	
Breast-feeds, if appropriate for family preferences and circumstances (breastfeeding is recommended by American Academy of Pediatrics for a minimum of one year, when possible)	PMP 20-1 Learns about Nutrition
Regulates the speed and intensity with which he/she eats	PMP 20-1 Learns about Nutrition
Consumes a variety of nutritious foods from all food groups, after 6 months of age	PMP 20-1 Learns about Nutrition
Explores food with fingers, after 6 months	PMP 19-1 Develops Meal Time Independence
18-36 Months	
Begins to recognize and eat a variety of nutritious foods	PMP 20-1 Learns about Nutrition
Distinguishes between food and non-food items	PMP 20-1 Learns about Nutrition
Makes personal food choices among several nutritious options	PMP 20-1 Learns about Nutrition
Tries new foods when offered	PMP 20-1 Learns about Nutrition
Consumes age appropriate amounts of nutritious beverages (e.g., water, milk, occasional 100% juice)	PMP 20-1 Learns about Nutrition
36-60 Months	
Participates in preparing nutritious snacks and meals	PMP 20-1 Learns about Nutrition
Chooses to eat foods that are better for the body than others, with assistance	PMP 20-1 Learns about Nutrition
Passes food at the table and takes appropriate sized portions, or other culturally-specific family serving style	PMP 20-1 Learns about Nutrition
60 Months to Kindergarten Entry	
Explains the primary function of certain foods (e.g., milk helps build strong bones)	PMP 20-1 Learns about Nutrition
Recognizes foods from different food groups, with assistance	PMP 20-1 Learns about Nutrition
Provides simple explanations for own and others' food allergies	PMP 20-1 Learns about Nutrition
Safety	
Goal 9: Children make safe choices, avoiding harmful objects and situations	

Birth to 18 Months	
Responds to cues from caregivers about warnings of danger	PMP 20-2 Learns Safety Rules
Shows recognition of the difference between primary caregivers and strangers	SED 5-1 Bonds with Adults
Reacts when caregiver says “no” but may need assistance to stop unsafe behavior	PMP 20-2 Learns Safety Rules
18-36 Months	
Begins to avoid dangers (e.g., hot stoves, sharp knives) but cannot be relied upon to keep self safe	PMP 20-2 Learns Safety Rules
Knows to hold caregiver’s hand when walking in public places	PMP 20-2 Learns Safety Rules
Identifies safe adults	PMP 20-2 Learns Safety Rules
Wears appropriate clothing for the conditions	PMP 19-2 Develops Self-Care Skills
Tells adult when someone hurts him/her or makes him/her feel bad	PMP 20-2 Learns Safety Rules
36-60 Months	
Uses safe behaviors indoors and outdoors	PMP 20-2 Learns Safety Rules
Communicates to peers and adults when sees dangerous behaviors (e.g., throwing rocks on the playground)	PMP 20-2 Learns Safety Rules
Uses helmets when riding toys	PMP 20-2 Learns Safety Rules
Carries scissors and pencils with points down to avoid accidents	PMP 20-2 Learns Safety Rules
Looks both ways before crossing street or road, and knows to cross with adult assistance	PMP 20-2 Learns Safety Rules
Recognizes danger and poison symbols and avoids those objects or areas	PMP 20-2 Learns Safety Rules
Does not touch or take medicine without adult assistance but knows that medicine can improve health when used properly	PMP 20-2 Learns Safety Rules
Understands the difference between “safe touch” and “unsafe touch”	PMP 20-2 Learns Safety Rules
Identifies appropriate clothing and skin protectant for various weather conditions	PMP 20-2 Learns Safety Rules
60 Months to Kindergarten Entry	
Does not accept rides, food, or money from strangers	PMP 20-2 Learns Safety Rules
Understands that some practices may be personally dangerous (e.g., smoking, drinking alcohol, playing with matches, contact with germs and blood)	PMP 20-2 Learns Safety Rules
Identifies local hazards (e.g., thin ice, wildlife, dogs, moving water, guns)	PMP 20-2 Learns Safety Rules

Identifies adults who can assist in dangerous situations (e.g., parent, teacher, police officer)	PMP 20-2 Learns Safety Rules
Goal 10: Children demonstrate awareness and understanding of safety rules	
Birth to 18 Months	
Reacts and responds to caregivers words or actions; can be distracted from unsafe behavior with words, physical prompts, or signal from adult but require constant supervision and guidance (e.g., stops unsafe activity when told “stop”)	LC 7-1 Develops Receptive Communication
Follows some consistently set rules and routines	PMP 20-2 Learns Safety Rules
18-36 Months	
Displays recognition of the rules, though may not always follow them	ATL 2-2 Shows Responsibility
Anticipates consequences for not following rules	ATL 2-2 Shows Responsibility
Pays attention to safety instructions, with assistance (e.g., cooperates when told, “I need to hold your hand when we cross the street.”)	PMP 20-2 Learns Safety Rules
36-60 Months	
Understands and anticipates the consequences of not following rules	ATL 2-2 Shows Responsibility
Identifies safety signs posted around the classroom and home	PMP 20-2 Learns Safety Rules
Follows emergency drill instruction (e.g., fire, earthquake, tsunami, bomb, lockdown)	PMP 20-2 Learns Safety Rules
Follows basic safety rules, with assistance (e.g., bus, bicycle, boats, planes, playground, crossing the street, stranger awareness, using sidewalk, boardwalk, dock)	PMP 20-2 Learns Safety Rules
Initiates getting buckled into age- and weight appropriate car safety seat in vehicles	PMP 20-2 Learns Safety Rules
Puts on or asks for helmet before riding a bicycle or other wheeled toy	PMP 20-2 Learns Safety Rules
60 Months to Kindergarten Entry	
Consistently follows safety rules	PMP 20-2 Learns Safety Rules
Understands why emergency drills are important	PMP 20-2 Learns Safety Rules
Explains how to get help in emergency situations (e.g., calling 911, finding a police officer or responsible adult)	PMP 20-2 Learns Safety Rules
Demonstrates safety rules as engages in dramatic play (e.g., “Tell your doll to keep his fingers away from the hot stove so he does not get hurt.”)	PMP 20-2 Learns Safety Rules CCA 21-4 Participates in Dramatic Play

Social and Emotional Development	
Social Development	
Goal 11: Children trust and interact comfortably with familiar adults	
Birth to 18 Months	
Quiets when comforted	SED 3-2 Manages Feelings & Demonstrates Self-Control
Shows preference for primary caregivers	SED 5-1 Bonds with Adults
Establishes and maintains interactions with caregivers	SED 5-1 Bonds with Adults
Imitates familiar adults' gestures and sounds	SED 5-2 Learns from Adults
Shows affection for adults through facial expressions and gestures	SED 5-1 Bonds with Adults
Uses body movements to initiate social interactions (e.g., pats adult's face)	SED 5-1 Bonds with Adults
Explores environment with guidance	ATL 1-4 Is Curious
Distinguishes between familiar and unfamiliar adults (e.g., prefers comfort from familiar adult)	SED 5-1 Bonds with Adults
Exhibits separation anxiety by crying when caregiver is not in sight or clinging to caregiver in the presence of strangers (separation anxiety increases over time and then diminishes)	SED 5-1 Bonds with Adults
18-36 Months	
Establishes an attachment or bond with a consistent adult other than the primary caregiver	SED 5-1 Bonds with Adults
Demonstrates feeling safe with significant adults by seeking them in uncomfortable or dangerous situations	SED 5-1 Bonds with Adults
Imitates adult activities (e.g., pretends to fish or cook, "reads" next to adult who is reading)	SED 5-2 Learns from Adults
Initiates interactions and play with adults	SED 5-1 Bonds with Adults
Responds appropriately to adults' verbal greetings	SED 5-2 Learns from Adults
Communicates with adults about recent activities	SED 5-1 Bonds with Adults
36-60 Months	
Separates with assistance from significant adults without demonstrating a great deal of anxiety (younger child may need extra help)	SED 5-1 Bonds with Adults
Expresses affection for significant adults	SED 5-1 Bonds with Adults
Approaches adults for assistance and offers to assist adults	SED 5-1 Bonds with Adults
Carries out actions to please adults at times	SED 5-1 Bonds with Adults
Expresses feelings about adults (e.g., "I love Auntie.")	SED 5-1 Bonds with Adults
60 Months to Kindergarten Entry	
Interacts easily with familiar adults in the community (e.g., custodian, next-door neighbor, doctor, bus driver)	SED 5-1 Bonds with Adults

Shows confidence and positive feelings about relationships with significant adults in addition to primary caregivers (e.g., teachers)	SED 5-1 Bonds with Adults
Confides in at least one adult	SED 5-1 Bonds with Adults
Interacts with adults respectfully and appropriately (e.g., does not interrupt when adult is speaking)	SED 5-1 Bonds with Adults
Demonstrates knowledge of culturally specific communication styles and their appropriate uses	SS 16-1 Explores Cultures
Goal 12: Children seek assistance from adults when needed	
Birth to 18 Months	
Cries, makes sounds, or uses body movements to signal caregiver for assistance, attention, or need for comfort	LC 7-2 Develops Expressive Communication
Looks for caregivers' response in uncertain situations	SED 5-1 Bonds with Adults
Tests caregiver responses to his/her behavior (e.g., reaches for a forbidden object and looks at caregiver to check response)	SED 5-1 Bonds with Adults
Looks to adult for indication of appropriate and inappropriate behavior	SED 5-1 Bonds with Adults
18-36 Months	
Seeks adult assistance with challenges	SED 5-1 Bonds with Adults
Periodically checks with caregiver for help or reassurance when playing by self or with peers	SED 5-1 Bonds with Adults
Responds positively to guidance most of the time	ATL 2-2 Shows Responsibility
Starts activity after a caregiver makes suggestions, sometimes (e.g., uses adult's suggestions to find missing pieces to a toy or items needed for an art activity)	SED 5-1 Bonds with Adults
Follows basic safety guidelines and requirements (e.g., "Hot – don't touch.")	PMP 20-2 Learns Safety Rules
36-60 Months	
Recognizes that adults have more experience and, therefore, they can provide assistance	SED 5-1 Bonds with Adults
Asks questions of adults frequently to obtain information	SED 5-2 Learns from Adults
Follows caregivers' guidelines for appropriate behavior in different environments	ATL 2-2 Shows Responsibility
Brings simple problem situations to adults' attention	SED 5-1 Bonds with Adults
Seeks emotional support from caregivers	SED 5-1 Bonds with Adults
60 Months to Kindergarten Entry	
Seeks assistance from adults in the community (e.g., neighbor, bus driver, librarian)	SED 5-2 Learns from Adults SS 16-4 Learns about Community Roles and Jobs

Demonstrates understanding of when to bring issues to adult attention	SED 5-2 Learns from Adults
Asks questions and checks with an adult before deviating from rules and routines	SED 5-2 Learns from Adults
Goal 13: Children develop friendships with peers	
Birth to 18 Months	
Smiles at and engages caregivers	SED 5-1 Bonds with Adults
Smiles spontaneously at other children	SED 6-2 Bonds with Peers
Shows enjoyment in interactions with other children, as expressed in gestures, facial expressions, and vocalizations	SED 6-2 Bonds with Peers
Shows interest in other children by watching them and tracking their behavior (e.g., follows older siblings around)	SED 6-2 Bonds with Peers
18-36 Months	
Plays side-by-side with another child, at times	SED 6-2 Bonds with Peers
Observes and imitates another child's behavior or activity	SED 6-2 Bonds with Peers
Initiates social interaction with peers	SED 6-2 Bonds with Peers
Shows enthusiasm about the company of other children	SED 6-2 Bonds with Peers
Spontaneously shows preference for familiar playmates	SED 6-2 Bonds with Peers
Responds verbally when interacting with peers (e.g., laughing or babbling)	SED 6-2 Bonds with Peers
36-60 Months	
Shows enjoyment in playing with other children	SED 6-2 Bonds with Peers
Initiates an activity with another child	SED 6-2 Bonds with Peers
Separates willingly from adults to play with friends, most of the time	SED 6-2 Bonds with Peers
Makes and maintains a friendship with at least one other child	SED 6-2 Bonds with Peers
Initiates conversations with other children; asks questions and responds	SED 6-2 Bonds with Peers
60 Months to Kindergarten Entry	
Gives social support to others (e.g., offers to help a peer who cannot find his/her toy)	SED 6-1 Builds Empathy
Shows loyalty to friends	SED 6-2 Bonds with Peers
Follows suggestions given by a friend about how to proceed in their play	SED 6-3 Cooperates with Peers
Has friends in different settings (e.g., neighborhood, school, extended family)	SED 6-2 Bonds with Peers
Maintains friendships with two or more peers	SED 6-2 Bonds with Peers
Carries on conversations with peers	SED 6-2 Bonds with Peers

Goal 14: Children cooperate with peers	
Birth to 18 Months	
Observes other children and imitates their sounds, actions, and motions	SED 6-2 Bonds with Peers
Shows enjoyment in interaction with other children, as expressed in gestures, facial expressions, and vocalizations	SED 6-2 Bonds with Peers
Begins to take turns with primary caregiver during play, with assistance	SED 6-3 Cooperates with Peers
18-36 Months	
Plays side-by-side with other children, at times	SED 6-3 Cooperates with Peers
Begins to understand how to take turns during play with peers, with considerable assistance	SED 6-3 Cooperates with Peers
Gives up and keeps objects during playful interactions with peers, with assistance	SED 6-3 Cooperates with Peers
36-60 Months	
Plays with other children without prompting, some of the time	SED 6-2 Bonds with Peers
Cooperates with other children, with assistance	SED 6-3 Cooperates with Peers
Shares materials and toys during play, with assistance	SED 6-3 Cooperates with Peers
Makes decisions with other children, with adult prompts as needed	SED 6-3 Cooperates with Peers
60 Months to Kindergarten Entry	
Shares materials and toys with other children	SED 6-3 Cooperates with Peers
Sustains interactions by cooperating, helping, sharing, and suggesting new ideas for play	SED 6-3 Cooperates with Peers
Completes simple projects with other children	SED 6-3 Cooperates with Peers
Plays different roles with children (e.g., leader, follower)	CCA 21-4 Participates in Dramatic Play
Works with other children to overcome challenges	SED 6-3 Cooperates with Peers
Goal 15: Children demonstrate positive negotiation skills	
Birth to 18 Months	
Elicits attention of adults	SED 5-1 Bonds with Adults
Communicates needs with vocalizations and gestures	PMP 19-2 Develops Self-Care Skills
Reaches out to touch other children or grabs their toys	SED 6-2 Bonds with Peers
Accepts adult intervention to negotiate disputes over toys	SED 6-3 Cooperates with Peers
18-36 Months	
Uses adult help to take turns, including giving up and keeping toys and other objects	SED 6-3 Cooperates with Peers
Asserts ownership by saying "mine"	SED 4-1 Develops Awareness of Self

Communicates with other children to settle arguments, with assistance	SED 6-3 Cooperates with Peers
Indicates preferences and intentions by communicating yes/no questions (e.g., “Are you done with that? Are you still using it? Can Aluuk use it now? Do you want to keep it?”)	SED 6-3 Cooperates with Peers
36-60 Months	
Understands concept of “mine” and “his/ hers”	SED 6-3 Cooperates with Peers
Approaches other children positively	SED 6-3 Cooperates with Peers
Uses different turn-taking strategies (e.g., bartering, trading, beginning to share)	SED 6-3 Cooperates with Peers
Uses simple strategies to solve problems appropriately, either individually or in a group (e.g., seeks assistance from an adult)	SED 6-3 Cooperates with Peers
Negotiates with other children to solve a problem, with assistance	SED 6-3 Cooperates with Peers
States a position with reasons (e.g., “I do not want to play right now because I am tired.”)	SED 6-3 Cooperates with Peers
60 Months to Kindergarten Entry	
Uses multiple strategies to resolve conflicts (e.g., attempts to communicate and then seeks assistance)	SED 6-3 Cooperates with Peers
Attempts to settle disputes or solve problems with another child through negotiation, addressing own rights as well as the other child’s needs, with assistance (e.g., “I’ll use the paste for these two pieces of paper and then give it to you.”)	SED 6-3 Cooperates with Peers
Uses and accepts compromise with assistance	SED 6-3 Cooperates with Peers
Demonstrates beginning understanding of others’ intentions or motives	SED 6-3 Cooperates with Peers SED 6-1 Builds Empathy
Goal 16: Children demonstrate awareness of behavior and its effects	
Birth to 18 Months	
Repeats actions many times to cause a desired effect (e.g., smiles because it makes caregivers smile and laugh)	CS 14-2 Makes Predictions
Recognizes that certain adult actions are associated with expected behavior (e.g., “When caregiver puts me in crib, I am supposed to go to sleep.”)	ATL 2-1 Understands Routines
Shows understanding that characters from books are associated with certain actions or behaviors (e.g., animal book and animal sounds)	LKS 8-1 Develops Early Literacy
18-36 Months	
Experiments with effects of own actions on objects and people	CS 14-2 Makes Predictions

Demonstrates understanding that playing with certain desirable or forbidden objects will get adults' attention	CS 14-2 Makes Predictions
Learns consequences of a specific behavior, but may not understand why the behavior warrants the consequence	ATL 2-2 Shows Responsibility
Recognizes that inappropriate behavior will elicit corrective action or unhappiness from adults	ATL 2-2 Shows Responsibility
36-60 Months	
Takes turns and shares with peers, with assistance	SED 6-3 Cooperates with Peers
Asks "why" questions to show effort at understanding effects of behavior (e.g., "If I do this, why does that happen?")	ATL 2-2 Shows Responsibility
Demonstrates understanding of the consequences of own actions on others (e.g., "I gave Anna the toy and so she is playing with it now.")	ATL 2-2 Shows Responsibility
Describes other children's positive, thoughtful, kind behaviors	SED 6-1 Builds Empathy
Shows empathy for physically hurt or emotionally upset child	SED 6-1 Builds Empathy
60 Months to Kindergarten Entry	
Describes how own actions make others feel and behave	SED 6-1 Builds Empathy
Cooperates with peers to complete a project with little conflict	SED 6-3 Cooperates with Peers
Engages in empathetic, caring behavior so others respond positively	SED 6-1 Builds Empathy
Explains his/her response to others' actions and feelings (e.g., "I gave her a hug because she was sad.")	SED 6-1 Builds Empathy SED 3-1 Expresses Emotion
Guesses how own and others' behavior will influence responses	ATL 2-2 Shows Responsibility
Goal 17: Children participate positively in group activities	
Birth to 18 Months	
Smiles at other children and adults	SED 6-2 Bonds with Peers
Reaches out to touch other children or grabs their toys	SED 6-2 Bonds with Peers
Expresses contentment or joy when with other children or when a familiar adult is present	SED 6-2 Bonds with Peers
Begins to participate in simple parallel play with other children	SED 6-2 Bonds with Peers
18-36 Months	

Shows increasing enthusiasm about the company of others	SED 6-2 Bonds with Peers
Begins to share and take turns, with assistance	SED 6-3 Cooperates with Peers
Participates in loosely structured group games (e.g., chase, dramatic play)	SED 6-2 Bonds with Peers
Follows family routines (e.g., meal time behavior)	ATL 2-1 Understands Routines
36-60 Months	
Seeks out other children to play with	SED 6-2 Bonds with Peers
Notices and comments on who is absent from routine group settings (e.g., play groups)	SED 6-2 Bonds with Peers
Identifies self as member of a group (e.g., refers to our family, our school, our team, our culture)	SED 4-1 Develops Awareness of Self
Uses play to explore, practice, and understand social roles	CCA 21-4 Participates in Dramatic Play
Joins a group of other children playing, with adult prompts as needed	SED 6-3 Cooperates with Peers
60 Months to Kindergarten Entry	
Follows simple rules of participation in group activities	SED 6-3 Cooperates with Peers
Participates cooperatively in large and small group activities (e.g., is sometimes a leader and sometimes a follower)	SED 6-3 Cooperates with Peers
Participates in classroom and group routines (e.g., joins other children feeding the fish or building a structure)	ATL 2-1 Understands Routines
Willingly joins in the middle of an on-going group activity with friends	SED 6-2 Bonds with Peers
Invents and sets up activities that include more than one child	ATL 1-6 Thinks with Creativity & Flexibility
Participates as a member of the audience, as well as an active participant in group activities	SED 6-2 Bonds with Peers
Assigns roles to other children during group play	SED 6-2 Bonds with Peers
Goal 18: Children adapt to diverse settings	
Birth to 18 Months	
Actively observes surroundings	ATL 1-4 Is Curious
Demonstrates recognition of a new setting by changing behavior (e.g., looks to parent for guidance)	ATL 1-6 Thinks with Creativity & Flexibility
Explores new settings with guidance from caregiver	ATL 1-4 Is Curious
18-36 Months	
Separates from primary caregiver in familiar settings outside the home environment	ATL 1-6 Thinks with Creativity & Flexibility
Explores and plays in a range of familiar settings	ATL 1-6 Thinks with Creativity & Flexibility
Asks questions or acts in other uncertain ways in unfamiliar settings and environments	ATL 1-6 Thinks with Creativity & Flexibility

Displays ease and comfort in a variety of places with familiar adults (e.g., home, store, car, playground)	ATL 1-6 Thinks with Creativity & Flexibility
36-60 Months	
Explores objects and materials and interacts with others in a variety of group settings	ATL 1-6 Thinks with Creativity & Flexibility
Makes smooth transitions from one activity/setting to the next during the day, with guidance	ATL 1-6 Thinks with Creativity & Flexibility
Adjusts behavior to different settings (e.g., home, playground)	ATL 1-6 Thinks with Creativity & Flexibility
60 Months to Kindergarten Entry	
Expresses anticipation of special events in different settings	ATL 1-6 Thinks with Creativity & Flexibility
Accommodates a variety of settings throughout the day	ATL 1-6 Thinks with Creativity & Flexibility
Anticipates diverse settings and what will be needed in them, with assistance (e.g., "We're going to the park, so I'll bring a ball." "We're going to the lake, so I'll need my swim suit.")	ATL 1-6 Thinks with Creativity & Flexibility
Goal 19: Children demonstrate empathy for others and the natural world	
Birth to 18 Months	Vine Progress Indicator
Watches and observes adults and children	SED 6-1 Builds Empathy
Smiles when sees a smiling face	SED 6-1 Builds Empathy
Reacts when someone is crying or upset	SED 6-1 Builds Empathy
Explores plants, flowers, and other living things with multiple senses	CS 15-1 Explores the Natural Environment
18-36 Months	
Notices other children who are happy or sad	SED 6-1 Builds Empathy
Demonstrates awareness of feelings during pretend play (e.g., soothes a crying doll)	SED 6-1 Builds Empathy
Names emotions of self and others (e.g., happy, sad)	SED 6-1 Builds Empathy
Expresses how another child might feel (e.g., "Because Tanya is crying, i think she must be sad.")	SED 6-1 Builds Empathy
Expresses interest and excitement about animals and other living things	CS 15-1 Explores the Natural Environment
36-60 Months	
Notices and shows concern for peers' feelings	SED 6-1 Builds Empathy
Comforts peers when they are hurt or upset, with adult assistance	SED 6-1 Builds Empathy
Adopts a variety of roles and feelings during pretend play	CCA 21-4 Participates in Dramatic Play
Communicates appropriate feelings for characters in stories	CCA 21-4 Participates in Dramatic Play

Cares for and does not destroy plants, flowers, and other living things, with guidance	CS 15-2 Develops an Understanding of and Care for the Natural World
Acts kindly and gently with safe, child-friendly animals	CS 15-2 Develops an Understanding of and Care for the Natural World
60 Months to Kindergarten Entry	
Communicates others' feelings	SED 6-1 Builds Empathy
Comforts family members or friends who are not feeling well or are upset	SED 6-1 Builds Empathy
Expresses excitement about special events and accomplishments of others within cultural context and expectations	SED 6-1 Builds Empathy
Volunteers to assist and comfort peers by using words and actions	SED 6-1 Builds Empathy
Adjusts plans in consideration of others' wants and needs, at times	SED 6-1 Builds Empathy
Expresses emotion in response to hurt person or animal	SED 6-1 Builds Empathy
Treats the earth and living things with respect	CS 15-2 Develops an Understanding of and Care for the Natural World
Goal 20: Children recognize, appreciate, and respect similarities and differences in people	
Birth to 18 Months	Vine Progress Indicator
Observes body parts and self in mirror	SED 4-1 Develops Awareness of Self
Focuses attention on others	SED 6-2 Bonds with Peers
Notices others' physical characteristics (e.g., pats others' hair)	SED 6-2 Bonds with Peers
Distinguishes primary caregivers from others	SED 5-1 Bonds with Adults
Interacts with others who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs	SED 6-2 Bonds with Peers SS 16-1 Explores Cultures
18-36 Months	
Plays in the presence of other children	SED 6-2 Bonds with Peers
Asks simple questions about other children (e.g., "Where's Rafael?")	SED 6-2 Bonds with Peers
Identifies gender and other basic similarities and differences between self and others	SED 4-1 Develops Awareness of Self
36-60 Months	
Compares similarities or differences of others (e.g., height, hair color) in his/her circle of contact	SED 4-1 Develops Awareness of Self
Develops awareness, knowledge, and appreciation of own gender and cultural identity	SED 4-1 Develops Awareness of Self
Demonstrates understanding that different individuals have different abilities and information	SS 16-1 Explores Cultures
Includes other children in his/her activities who are of a different gender, ethnic background, who	SED 6-2 Bonds with Peers

<p>asked to speak other languages, or who have special needs, with guidance</p>	
<p>Asks questions about others' families, ethnicity, language, cultural heritage, and differences in physical characteristics</p>	<p>SED 6-2 Bonds with Peers</p>
<p>60 Months to Kindergarten Entry</p>	
<p>Shows concern about fairness within peer group (e.g., "Everyone gets a turn." "That's not fair.")</p>	<p>SED 6-3 Cooperates with Peers</p>
<p>Recognizes others' abilities in certain areas (e.g., "Jamie sings really well." "Marie is a fast runner.")</p>	<p>SED 6-2 Bonds with Peers</p>
<p>Names and accepts differences and similarities in preferences (e.g., food preferences or favorite play activities)</p>	<p>SED 4-1 Develops Awareness of Self</p>
<p>Notifies that other children might use different words for the same object (e.g., "mother" is said differently in different languages)</p>	<p>SS 16-1 Explores Cultures</p>
<p>Examines a situation from another's perspective</p>	<p>SED 6-1 Builds Empathy</p>
<p>Recognizes stereotypes and culturally or linguistically unfair or biased behavior</p>	<p>SS 16-1 Explores Cultures</p>
<p>Emotional Development</p>	
<p>Goal 21: Children perceive themselves as unique individuals</p>	
<p>Birth to 18 Months</p>	
<p>Signals caregivers for assistance, attention, or need for comfort</p>	<p>LC 7-2 Develops Expressive Communication</p>
<p>Explores own body (e.g., observes hands, reaches for toes)</p>	<p>SED 4-1 Develops Awareness of Self</p>
<p>Explores the face and other body parts of others (e.g., touches caregivers' ears, hair, hands)</p>	<p>SED 5-1 Bonds with Adults</p>
<p>Responds with gestures or vocalizations when name is spoken</p>	<p>LC 7-1 Develops Receptive Communication</p>
<p>Shows awareness of self in voice, mirror image, and body</p>	<p>SED 4-1 Develops Awareness of Self</p>
<p>Attempts to complete basic daily living tasks (e.g., eating, getting dressed)</p>	<p>PMP 19-2 Develops Self-Care Skills</p>
<p>18-36 Months</p>	
<p>Tests limits and strives for independence</p>	<p>ATL 1-5 Shows Initiative</p>
<p>Recognizes and calls attention to self when looking in the mirror or at photographs</p>	<p>SED 4-1 Develops Awareness of Self</p>
<p>Identifies self and uses own name when asked (e.g., "I am a boy." "My name is Rueben.")</p>	<p>SED 4-1 Develops Awareness of Self</p>
<p>Shows awareness of being seen by others (e.g., exaggerates or repeats behavior when notices someone is watching)</p>	<p>SED 4-1 Develops Awareness of Self</p>
<p>Occupies self appropriately for brief periods of time (e.g., 10 to 15 minutes)</p>	<p>ATL 1-1 Is Attentive</p>

Identifies objects as belonging to him or her	SED 4-1 Develops Awareness of Self
36-60 Months	
Describes self as a person with a mind, a body, and feelings	SED 4-1 Develops Awareness of Self
Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in 3rd person	SED 4-1 Develops Awareness of Self
Chooses individual activities (e.g., doing puzzles, painting)	ATL 1-5 Shows Initiative
Expresses self in different roles during pretend play	CCA 21-4 Participates in Dramatic Play
Describes family members and begins to understand their relationship to one another	SED 4-1 Develops Awareness of Self
60 Months to Kindergarten Entry	
Shares information about self with others	SED 4-1 Develops Awareness of Self
Knows some important personal information (e.g., telephone number)	SED 4-1 Develops Awareness of Self
Shows self-direction in actions	ATL 1-5 Shows Initiative
Works independently and interdependently, and shows pleasure from it	ATL 1-5 Shows Initiative SED 6-2 Bonds with Peers
Accepts responsibilities and follows through on them (e.g., helps with chores)	ATL 2-2 Shows Responsibility
Requests quiet time and space	ATL 1-5 Shows Initiative
Goal 22: Children demonstrate awareness of their abilities, characteristics, and preferences	
Birth to 18 Months	
Shows preference for primary caregivers	SED 5-1 Bonds with Adults
Identifies familiar objects (e.g., bottle, blanket)	ATL 1-2 Develops Memory
Smiles at self in mirror	SED 4-1 Develops Awareness of Self
Notices and explores hands, eventually becoming aware that they are attached and that they can be controlled to do things	SED 4-1 Develops Awareness of Self
Points or moves toward desired people or objects	ATL 1-5 Shows Initiative
Plays with one object more often than others	CM 11-1 Learns Measurement and Quantities
Repeats a motion or noise to replicate a result	CS 14-2 Makes Predictions
Makes choices about what toys to play with	ATL 1-5 Shows Initiative
Protests when does not want to do something (e.g., arches back when doesn't want to sit in high chair)	ATL 1-5 Shows Initiative
Responds to requests for action (e.g., claps for the song)	LC 7-1 Develops Receptive Communication
Points to at least two body parts, when asked	LC 7-4 Expands Vocabulary
18-36 Months	
Points to and names some of own body parts	LC 7-4 Expands Vocabulary
Shows preference for familiar adults and peers	SED 5-1 Bonds with Adults

Makes choices when given 2-3 options to choose between (e.g., what clothes to wear)	ATL 1-5 Shows Initiative
Shows preference for favorite books, toys, and activities	ATL 1-5 Shows Initiative
Indicates preferences and intentions by answering yes/no questions (e.g., “Are you done with that?” “Are you still using it?” “Can José use it now?”)	ATL 1-5 Shows Initiative
36-60 Months	
Describes own basic physical characteristics	SED 4-1 Develops Awareness of Self
Exerts will and preferences	ATL 1-5 Shows Initiative
Experiments with own abilities by trying new activities and testing limits	SED 4-2 Becomes Confident
Develops awareness, knowledge, and appreciation of own gender and cultural identity	SED 4-1 Develops Awareness of Self
Identifies feelings, likes and dislikes, and begins to be able to explain why he/she has them	SED 4-1 Develops Awareness of Self
60 Months to Kindergarten Entry	
Describes self using several physical and behavioral characteristics (e.g., “I am tall and I can reach up high.”)	SED 4-1 Develops Awareness of Self
Describes own skills and abilities in certain areas (e.g., “I like to paint.”)	SED 4-2 Becomes Confident
Suggests games and activities that demonstrate own preferences and abilities (e.g., sets up a game of catch)	SED 4-2 Becomes Confident
Differentiates between preferences for self and others (e.g., “I like to play with dolls and she likes to play with toy animals.”)	SED 4-1 Develops Awareness of Self
Goal 23: Children demonstrate belief in their abilities	
Birth to 18 Months	
Repeats a sound or gesture that creates an effect (e.g., repeatedly shakes a rattle after discovering that it makes a sound)	CS 14-2 Makes Predictions
Recognizes that adults respond to cues	LC 7-2 Develops Expressive Communication
Explores environment, at first in close contact with caregiver and then farther away from caregiver as child grows	ATL 1-4 Is Curious
Looks to caregiver when accomplishing new tasks (e.g., standing or walking)	SED 4-2 Becomes Confident
Gives objects or toys to others (e.g., picks up rock then reaches to give it to caregiver)	SED 6-2 Bonds with Peers
Smiles when succeeding in a task/activity	SED 4-2 Becomes Confident
18-36 Months	
Wants to take care of self	PMP 19-2 Develops Self-Care Skills
Recognizes own accomplishments	SED 4-2 Becomes Confident

Shows completed projects (e.g., drawing, pile of blocks) to caregiver	SED 4-2 Becomes Confident
Acts as though is capable of doing new tasks and activities (e.g., copies use of adult tools, tries to sweep the floor with an adult-sized broom)	SED 4-2 Becomes Confident
Seeks help after trying something new or challenging	SED 4-2 Becomes Confident SED 5-1 Bonds with Adults
36-60 Months	
Expresses delight with mastery of a skill (e.g., "I did it myself.")	SED 4-2 Becomes Confident
Asks others to view own creations (e.g., "Look at my picture.")	SED 4-2 Becomes Confident
Demonstrates confidence in own abilities (e.g., "I can climb to the top of the big slide!" or a child in leg braces has a big smile on their face when using a walker by themselves)	SED 4-2 Becomes Confident
Expresses own ideas and opinions	ATL 1-5 Shows Initiative
Enjoys process of creating	CCA 21-1 Explores Art Media
60 Months to Kindergarten Entry	
Takes on new tasks and improves skills with practice (e.g., wheeling self in wheelchair)	SED 4-2 Becomes Confident
Expresses delight over a successful project and wants others to like it too	SED 4-2 Becomes Confident
Starts a task and works on it until finished	ATL 1-3 Is Persistent
Goal 24: Children understand and follow rules and routines	
Birth to 18 Months	
Develops increasing consistency in sleeping, waking, and eating patterns	ATL 2-1 Understands Routines
Engages in some regular behaviors (e.g., sings or babbles self to sleep, goes to high chair to be fed)	ATL 2-1 Understands Routines
Participates in routine interactions (e.g., quiets body when picked up, cooperates in dressing)	ATL 2-1 Understands Routines
Anticipates routine interactions (e.g., lifts arms toward caregiver to be picked up)	ATL 2-1 Understands Routines
Follows some consistently set rules and routines	ATL 2-1 Understands Routines
18-36 Months	
Tests limits and strives for independence	ATL 1-5 Shows Initiative
Anticipates and follows simple routines, with reminders and assistance (e.g., washes hands and helps set table at snack time, helps to pick up and put away blocks at clean-up time)	ATL 2-1 Understands Routines
Anticipates and follows simple rules, with reminders (e.g., expects to be buckled up when he/she gets in car seat)	ATL 2-2 Shows Responsibility
Anticipates consequences for not following rules	ATL 2-2 Shows Responsibility
36-60 Months	

Participates easily in routine activities (e.g., meal time, snack time, bedtime)	ATL 2-1 Understands Routines
Follows simple rules without reminders (e.g., handles toys with care)	ATL 2-2 Shows Responsibility
Demonstrates increasing ability to use materials purposefully, safely, and respectfully	ATL 2-2 Shows Responsibility
Adapts to changes in daily schedule	ATL 1-6 Thinks with Creativity & Flexibility
Predicts what comes next in the day, when there is an established and consistent schedule	ATL 2-1 Understands Routines
60 Months to Kindergarten Entry	
Engages in and completes simple routines without assistance (e.g., puts coat on to go outside to play)	ATL 2-1 Understands Routines
Child with a special health care need participates in own care routines	PMP 19-2 Develops Self-Care Skills
Follows rules in different settings (e.g., lowers voice when enters library)	ATL 2-2 Shows Responsibility
Applies rules in new but similar situations	ATL 2-2 Shows Responsibility
Explains simple family or classroom rules to others	ATL 2-2 Shows Responsibility
Goal 25: Children regulate their feeling and impulses	
Birth to 18 Months	
Signals needs with sounds or motions (e.g., cries when hungry or reaches for wanted object of comfort)	SED 3-1 Expresses Emotion
Relaxes or stops crying when comforted (e.g., when swaddled or spoken to softly)	SED 3-2 Manages Feelings & Demonstrates Self-Control
Comforts self by clutching, sucking, or stroking when tired or stressed (e.g., calms while stroking or holding soft blanket)	SED 3-2 Manages Feelings & Demonstrates Self-Control
Communicates need for support or help from adults (e.g., holds out arms when tired)	LC 7-2 Develops Expressive Communication
18-36 Months	
Names some emotions (e.g., happy, excited, sad, mad, tired, angry, scared)	SED 3-1 Expresses Emotion
Seeks caregiver support and attention when feeling strong emotions	SED 3-2 Manages Feelings & Demonstrates Self-Control
Begins to control impulses (e.g., says “no” when reaching for forbidden object; restrains self from stepping on a book on the floor)	SED 3-2 Manages Feelings & Demonstrates Self-Control
36-60 Months	
Expresses strong emotions constructively, at times with assistance	SED 3-1 Expresses Emotion
Expresses ownership of feelings and desire to control self, with assistance	SED 3-2 Manages Feelings & Demonstrates Self-Control

Calms self after having strong emotions, with guidance (e.g., goes to quiet area or requests favorite book to be read when upset)	SED 3-2 Manages Feelings & Demonstrates Self-Control
Waits for turn and shows patience during group activities, sometimes	SED 3-2 Manages Feelings & Demonstrates Self-Control
Sticks with difficult tasks without becoming overly frustrated	ATL 1-3 Is Persistent
60 Months to Kindergarten Entry	
Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights)	SED 3-1 Expresses Emotion
Shows ability to control destructive impulses, with guidance	SED 3-2 Manages Feelings & Demonstrates Self-Control
Seeks peaceful resolution to conflict	SED 6-3 Cooperates with Peers
Modifies behavior and expression of emotions for different environments	SED 3-2 Manages Feelings & Demonstrates Self-Control
Stops and listens to instructions before jumping into activity, with guidance	SED 3-2 Manages Feelings & Demonstrates Self-Control
Goal 26: Children express appropriately a range of emotions	
Birth to 18 Months	
Cries, uses other vocalizations, facial expressions, or body language to express emotions and to get needs met	SED 3-1 Expresses Emotion
Responds to emotional cues and social situations (e.g., crying when other babies cry)	SED 6-1 Builds Empathy
Smiles, waves, or laughs in response to positive adult interaction	SED 5-1 Bonds with Adults
Frowns in response to discomfort or inability to do something	SED 3-1 Expresses Emotion
18-36 Months	
Recognizes and expresses emotions towards familiar persons, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means	SED 3-1 Expresses Emotion
Names emotions (e.g., happy, excited, sad, mad, tired, scared)	SED 3-1 Expresses Emotion
Learns about own feelings and that it is okay to feel silly, sad, angry, and all other emotions	SED 3-1 Expresses Emotion
36-60 Months	
Names and talks about own emotions	SED 3-1 Expresses Emotion
Uses pretend play to understand and respond to emotions	SED 3-1 Expresses Emotion
Associates emotions with words and facial expressions	SED 3-1 Expresses Emotion
60 Months to Kindergarten Entry	
Expresses feelings through play	SED 3-1 Expresses Emotion

Shares own excitement with peers, caregivers, and adults	SED 3-1 Expresses Emotion
Acknowledges sadness about loss (e.g., change in caregiver, divorce, or death)	SED 3-1 Expresses Emotion
Does not inhibit emotional expression (e.g., cries when feels sad)	SED 3-1 Expresses Emotion
Names some levels of emotion (e.g., frustrated, angry)	SED 3-1 Expresses Emotion

Approaches to Learning	
Learning Approaches	
Goal 27: Children are curious about and interested in learning new things and having new experiences	
Birth to 18 Months	
Shows interest in people by changing behavior	ATL 1-4 Is Curious
Reacts to new voices or sounds by turning in the direction of sound, becoming more quiet or active, or changing facial expressions	ATL 1-4 Is Curious
Shows interest, explores, manipulates, or stares at new objects in the environment	ATL 1-4 Is Curious
Uses all senses to explore the environment (e.g., reaching out to touch rain)	ATL 1-4 Is Curious
18-36 Months	
Explores the immediate environment (e.g., asks about a new object he/she finds, actively searches through collection of toys)	ATL 1-4 Is Curious
Shows interest in new and others' activities	ATL 1-4 Is Curious
Asks simple "wh" questions (e.g., why, what, where)	ATL 1-4 Is Curious
Asks about people in own environment	ATL 1-4 Is Curious
36-60 Months	
Asks others for information (e.g., "What is that?" "Why is the moon round?")	ATL 1-4 Is Curious
Investigates and experiments with materials	CS 13-1 Explores Objects
Shows interest in how and why others do things	ATL 1-4 Is Curious
Uses "Why" to get additional information about how his/her world works	ATL 1-4 Is Curious
Develops personal interests (e.g., trains, farm animals)	ATL 1-4 Is Curious
60 Months to Kindergarten Entry	
Engages in discussions about new events and occurrences (e.g., "Why did this happen?")	ATL 1-4 Is Curious
Asks questions about changes in his/her world	ATL 1-4 Is Curious
Shows enthusiasm for field trips and other outings to new places	ATL 1-4 Is Curious

Looks for new information and wants to know more about personal interests, with assistance	ATL 1-4 Is Curious
Develops increasing complexity and persistence in using familiar materials	ATL 1-4 Is Curious
Goal 28: Children demonstrate initiative	
Birth to 18 Months	
Engages in and actively explores new and familiar surroundings	ATL 1-5 Shows Initiative
Engages familiar adults and children in interactions (e.g., smiling, approaching, not withdrawing)	ATL 1-5 Shows Initiative
Expresses desire to feed self	PMP 19-1 Develops Meal Time Independence
Selects a book, toy, or item from several options	ATL 1-5 Shows Initiative
Shows likes and dislikes for activities, experiences, and interactions	ATL 1-5 Shows Initiative
18-36 Months	
Tries new ways of doing things and begins to take some risks	ATL 1-5 Shows Initiative
Initiates play with others	ATL 1-5 Shows Initiative
Chooses one activity over another and pursues it for a brief period of time	ATL 1-5 Shows Initiative
Proposes an idea for how to spend time	ATL 1-5 Shows Initiative
Shows interest in wanting to take care of self (e.g., dressing)	PMP 19-2 Develops Self-Care Skills
Initiates activities at caregivers' suggestions	ATL 1-5 Shows Initiative
Seeks and takes pleasure in both new and repeated skills and experiences	ATL 1-5 Shows Initiative
Pretends to be in new and familiar places with new and familiar roles	CCA 21-4 Participates in Dramatic Play
36-60 Months	
Asks a peer to join in play	ATL 1-5 Shows Initiative
Joins a play activity already in progress, with assistance	ATL 1-5 Shows Initiative
Selects new activities during play time (e.g., selects characters for dress-up)	ATL 1-5 Shows Initiative
Offers to help with chores (e.g., sweeping sand from the floor, helping to clean up spilled juice)	ATL 2-2 Shows Responsibility
Finds and uses materials to follow through on an idea (e.g., blocks for building a tower, blank paper and crayons for drawing about a story or experience)	ATL 1-3 Is Persistent
Makes decisions about what activity or materials to work with from selection offered	ATL 1-5 Shows Initiative
60 Months to Kindergarten Entry	
Chooses to work on a project because the activity is of personal interest	ATL 1-5 Shows Initiative

Invents projects and works on them with little assistance	ATL 1-5 Shows Initiative
Forms a plan for an activity and acts on it	CS 14-3 Makes Plans
Tells the difference between appropriate and inappropriate (or dangerous) risk-taking, with assistance	ATL 2-2 Shows Responsibility
Engages in role play	CCA 21-4 Participates in Dramatic Play
Goal 29: Children sustain attention to tasks and persist when facing challenges	
Birth to 18 Months	
Holds attention of caregiver (e.g., smiles, babbles, sustains eye-contact)	ATL 1-1 Is Attentive
Directs attention towards objects by reaching, grasping, or staring at them	ATL 1-1 Is Attentive
Examines a face, toy, or rattle for a brief period of time	ATL 1-1 Is Attentive
Repeats simple motions or activities (e.g., swats at mobile, consistently reaches for objects)	ATL 1-3 Is Persistent
Remembers where favorite items are stored	ATL 1-2 Develops Memory
Focuses on reader or storyteller for brief periods of time	ATL 1-1 Is Attentive
Tries different ways of doing things	ATL 1-6 Thinks with Creativity & Flexibility
18-36 Months	
Shows interest in favorite activities over and over again	ATL 1-1 Is Attentive
Completes simple projects (e.g., 3 to 5 piece puzzle, stacking blocks on top of one another)	ATL 1-3 Is Persistent
Continues to try a difficult task for a brief period of time (e.g., builds a block structure for 3 to 5 minutes)	ATL 1-3 Is Persistent
Insists on some choices (e.g., what to wear, completing a project)	ATL 1-5 Shows Initiative
Seeks and accepts assistance when encountering a problem	ATL 1-3 Is Persistent
Listens and participates in story time (e.g., turning pages of book, using hand motions such as clapping at appropriate times)	ATL 1-1 Is Attentive
36-60 Months	
Focuses on tasks of interest to him/her	ATL 1-1 Is Attentive
Remains engaged in an activity for at least 5 to 10 minutes, at times	ATL 1-1 Is Attentive
Completes favorite tasks over and over again	ATL 1-3 Is Persistent
Persists in trying to complete a task after previous attempts have failed (e.g., complete a puzzle, build a tower)	ATL 1-3 Is Persistent
Uses at least two different strategies to solve a problem	CS 14-1 Solves Problems

Participates in meal time with few distractions	ATL 1-1 Is Attentive
60 Months to Kindergarten Entry	
Maintains interest in a project or activity until finished	ATL 1-1 Is Attentive
Sets goals and follows through on plans, with assistance	CS 14-3 Makes Plans
Sustains attention while peers and adults are the focus of attention (e.g., pays attention during storytelling or “show and tell”)	ATL 1-1 Is Attentive
Works on a task over a period of time, leaving and returning to it (e.g., block structure)	ATL 1-3 Is Persistent
Shifts attention back to activity at hand after being distracted	ATL 1-1 Is Attentive
Focuses on projects despite distractions	ATL 1-1 Is Attentive
Accepts reasonable challenges and continues through frustration	ATL 1-3 Is Persistent
Cooperates with a peer or adult on a task	ATL 1-3 Is Persistent
Goal 30: Children approach daily activities with creativity and inventiveness	
Birth to 18 Months	
Inspects own hands and feet (e.g., by mouthing)	SED 4-1 Develops Awareness of Self
Mouths, shakes, bangs, drops, or throws objects	CS 13-1 Explores Objects
Imitates action observed in another situation (e.g., tries to stack blocks after watching another child stack blocks, bangs on surface after watching drumming at a cultural event)	SED 5-2 Learns from Adults
Uses items differently and creatively (e.g., a bucket is turned upside down to build a tower base or to be a pedestal)	ATL 1-6 Thinks with Creativity & Flexibility
Plays with dolls, stuffed animals, puppets	ATL 1-6 Thinks with Creativity & Flexibility
18-36 Months	
Invents new uses for everyday materials (e.g., bangs on pots and pans)	ATL 1-6 Thinks with Creativity & Flexibility
Approaches tasks experimentally, adapting as the activity evolves	ATL 1-6 Thinks with Creativity & Flexibility
Displays understanding of how objects work together (e.g., gets the dustpan when adult is sweeping the floor)	CS 13-1 Explores Objects
Enjoys opportunities for pretend play and creating things	CCA 21-4 Participates in Dramatic Play
Pretends and uses imagination during play	CCA 21-4 Participates in Dramatic Play
Uses creative language to describe events	LC 7-2 Develops Expressive Communication
Builds with blocks and other manipulatives	ATL 1-6 Thinks with Creativity & Flexibility
Plays with dolls, costumes and acts out animal roles	ATL 1-6 Thinks with Creativity & Flexibility
36-60 Months	
Invents new activities or games	ATL 1-6 Thinks with Creativity & Flexibility

Uses imagination to create a variety of ideas	ATL 1-6 Thinks with Creativity & Flexibility
Creates acceptable rules for group activities	ATL 1-6 Thinks with Creativity & Flexibility
Makes up words, songs, or stories	ATL 1-6 Thinks with Creativity & Flexibility
Expresses ideas through art, construction, movement, or music	CCA 21-1 Explores Art Media
Engages in extensive pretend play that includes role play (e.g., plays “house” or “explorers”)	CCA 21-4 Participates in Dramatic Play
60 Months to Kindergarten Entry	
Uses dramatic or symbolic play to pretend	CCA 21-4 Participates in Dramatic Play
Combines activities, materials, and equipment in new ways (e.g., builds tent by using sheet or blanket around table)	ATL 1-6 Thinks with Creativity & Flexibility
Completes projects differently from other children (e.g., uses a unique approach in block structures and paintings)	ATL 1-6 Thinks with Creativity & Flexibility
Makes changes to a familiar story by adding actions or characters	ATL 1-6 Thinks with Creativity & Flexibility
Represents reality in a variety of ways (e.g., pretend play, drawing)	CCA 21-1 Explores Art Media
Goal 31: Children learn from their experiences	
Birth to 18 Months	
Tracks people and objects by moving his/ her head as adult or object moves	PMP 17-1 Develops Perception & Balance
Behaves in consistent ways to elicit desired response (e.g., kicks a mobile)	CS 14-1 Solves Problems
Plays games with primary caregiver that involve repetition (e.g., peek-a-boo)	SED 5-2 Learns from Adults
Experiments to see if similar objects will cause similar responses (e.g., shakes stuffed animal in the same way as a rattle to hear noise)	CS 13-1 Explores Objects
Displays recognition and excitement about game or toys from previous day	ATL 1-2 Develops Memory
Applies knowledge to new situations (e.g., bangs on bucket instead of drum)	ATL 1-6 Thinks with Creativity & Flexibility
18-36 Months	
Substitutes similar objects (e.g., stacks boxes like blocks)	ATL 1-6 Thinks with Creativity & Flexibility
Realizes that behaviors can precede events (e.g., “if mom puts the pot on the stove, she is going to cook something to eat.”)	CS 14-2 Makes Predictions
Alters behavior based on a past event and builds on it (e.g., “I did this and it didn’t work, so I will do this instead.”)	CS 14-1 Solves Problems
Relates an experience today to one that happened in the past (e.g., hand-washing prior to mealtime)	ATL 2-1 Understands Routines

36-60 Months	
Tells others about events that happened in the past	ATL 1-2 Develops Memory
Represents things in environment with available materials, moving from simple to complex representations (e.g., recreates picture of a house, bridge, road with blocks)	CCA 21-1 Explores Art Media
Thinks out loud and talks through a situation	CS 14-1 Solves Problems LC 7-2 Develops Expressive Communication
Works out problems mentally rather than through trial and error	CS 14-1 Solves Problems
60 Months to Kindergarten Entry	
Uses a variety of methods to express thoughts and ideas (e.g., discussion, art activities)	CCA 21-1 Explores Art Media
Demonstrates long-term memory of meaningful events and interesting ideas	ATL 1-2 Develops Memory
Describes or acts out a memory of a situation or action	ATL 1-2 Develops Memory CCA 21-4 Participates in Dramatic Play
Seeks information for further understanding	ATL 1-4 Is Curious
Uses multiple sources of information to complete projects and acquire new information, with assistance	CS 13-1 Explores Objects
Plans activities and sets goals based on past experience	CS 14-3 Makes Plans
Demonstrates beginning understanding of what others are thinking, their intentions, or motivations	SED 6-1 Builds Empathy

Cognition and General Knowledge	
Reasoning	
Goal 32: Children demonstrate awareness of cause and effect	
Birth to 18 Months	
Looks for or orients toward a dropped object	ATL 1-4 Is Curious
Uses sounds, gestures, and movements to impact the environment and interactions	CS 14-2 Makes Predictions
Acts on an object to make a pleasing sight, sound, or motion (e.g., kicks or swats mobile, continues to bat at object to repeat sound)	CS 13-1 Explores Objects
Repeats actions many times to cause desired effect	CS 14-2 Makes Predictions
18-36 Months	
Experiments with effect of own actions on objects and people	CS 14-2 Makes Predictions
Observes others' actions to see the effect they will have on objects and people	CS 14-2 Makes Predictions

Knows playing with certain desirable or forbidden objects will get adults' attention	CS 14-2 Makes Predictions
Expresses beginning understanding of cause and effect (e.g., "it's quiet because you turned off the radio.")	CS 14-2 Makes Predictions
36-60 Months	
Identifies objects that influence or affect other objects (e.g., "The food coloring makes the water blue.")	CS 14-2 Makes Predictions
Asks "why" questions to show effort at understanding causation (e.g., "If I do this, why does that happen?")	CS 13-1 Explores Objects
Explains the effects that simple actions may have on objects (e.g., "It will be dark when you turn off the light.")	CS 14-2 Makes Predictions
Recognizes which element of an object causes the effect in simple relationships (e.g., the beads inside the box make the noise)	CS 14-2 Makes Predictions
60 Months to Kindergarten Entry	
Structures experiments to see how changes in one factor influence changes in others (e.g., see how boot size relates to depth of puddle wading), with assistance	CS 14-2 Makes Predictions
Attempts to explain how things might change, given changes in circumstances (e.g., "When it's cloudy, it might rain.")	CS 14-4 Draws Conclusions and Sorts Results
Explains reasons why simple events occurred (e.g., "Carlos isn't here today because he got sick yesterday.")	CS 14-4 Draws Conclusions and Sorts Results
Goal 33: Children compare, contrast, examine, and evaluate experiences, tasks, and events	
Birth to 18 Months	
Imitates others' actions, gestures, and sounds	SED 5-2 Learns from Adults
Explores objects in many different ways (e.g., mouthing, shaking, banging, throwing)	CS 13-1 Explores Objects
Engages in sustained gazing or tracking of object with eyes	ATL 1-4 Is Curious
Observes others' activities	ATL 1-4 Is Curious
18-36 Months	
Imitates behavior seen in another place and time	SED 5-2 Learns from Adults
Notifies and describes how items are the same or different (e.g., "This ball is bigger than that one." "My shirt is the same as Unchallee's.")	CS 13-2 Classifies or Sorts Objects
Uses actions or words to justify choices	LC 7-2 Develops Expressive Communication
Makes choices when given options (e.g., which toy to play with)	ATL 1-5 Shows Initiative
36-60 Months	

Shows understanding of concepts of same and different	CS 13-2 Classifies or Sorts Objects
Recognizes and labels aspects of an event (e.g., long, fun)	LC 7-4 Expands Vocabulary
Compares experiences, with adult assistance (e.g., recalls and compares play times with different children)	ATL 1-2 Develops Memory LC 7-4 Expands Vocabulary
Explains simple benefits and/or drawbacks of choosing one course of action, with assistance	CS 14-4 Draws Conclusions and Sorts Results
Organizes objects by more than one preselected characteristic (e.g., crayons and markers by color and type of implement)	CS 13-2 Classifies or Sorts Objects
Uses comparative words (e.g., “Now the music is faster.” “The soup is hotter than the juice.”)	CS 13-2 Classifies or Sorts Objects
60 Months to Kindergarten Entry	
Identifies characteristics for comparison (e.g., size, color)	CS 13-2 Classifies or Sorts Objects
Compares the main characters or events of stories	LKS 8-1 Develops Early Literacy CS 13-2 Classifies or Sorts Objects
Describes experiences using comparative language (e.g., “Today’s walk was longer than yesterday’s.”)	SS 16-2 Understands Time LC 7-4 Expands Vocabulary
Considers peers’ observations and perspectives when making decisions	ATL 1-6 Thinks with Creativity & Flexibility
Explains how he/she made simple decisions	ATL 1-5 Shows Initiative CS 14-4 Draws Conclusions and Sorts Results
Goal 34: Children use past knowledge to build new knowledge	
Birth to 18 Months	
Shakes stuffed animal or object in same way as rattle to hear noise	CS 13-1 Explores Objects
Demonstrates object permanence (i.e., realizes that people or things exist even when out of view)	ATL 1-2 Develops Memory
Uses objects as intended (e.g., pushes buttons on plastic phone, drinks from cup)	CS 13-1 Explores Objects
Understands how familiar objects are used in combination (e.g., spoon in bowl, socks on feet)	CS 13-1 Explores Objects
Watches separate body parts, their movement, and experiments with control of their movements	SED 4-1 Develops Awareness of Self
Distinguishes sounds and combinations of sounds	LC 7-3 Develops Phonemic Awareness
Follows the edges of objects in a space, such as a blanket, bed, or room	CM 12-2 Develops Spatial Awareness
Recognizes different facial expressions	SED 6-1 Builds Empathy
18-36 Months	
Generalizes ideas based on past experiences (e.g., watches caregiver blow on hot food before	SED 5-2 Learns from Adults

eating, then blows on food – hot or cold – at next meal)	
Connects objects and ideas (e.g., broom for sweeping, swimsuit for swimming)	CS 13-1 Explores Objects
Recognizes that a person’s clothing is based on the weather outside (e.g., “Wearing a sweater means it is cold outside.”)	CS 14-4 Draws Conclusions and Sorts Results
36-60 Months	
Applies new information or vocabulary to an activity	ATL 1-6 Thinks with Creativity & Flexibility
Uses information gained through one modality and applies it to new context via another modality (e.g., tries to build a tower of blocks like the one seen in a book)	ATL 1-6 Thinks with Creativity & Flexibility
Generates a strategy based on one learning event and extends it to a new learning opportunity (e.g., learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon)	ATL 1-6 Thinks with Creativity & Flexibility
60 Months to Kindergarten Entry	
Restates understanding of a situation or problem in own words	CS 14-4 Draws Conclusions and Sorts Results
Explains that a person stays the same, even though appearance is changed through masks, costumes, or makeup	CCA 21-4 Participates in Dramatic Play
Understands that words are made up of letters	LKS 8-2 Develops Alphabetic Knowledge LKS 8-3 Develops Emergent Reading
Recognizes the difference between squares and rectangles and circles and ovals	CM 12-1 Learns Shapes & Sizes
Goal 35: Children find multiple solutions to questions, tasks, problems, and challenges	
Birth to 18 Months	
Reaches for a toy or object that has rolled away	CS 14-1 Solves Problems
Seeks assistance from caregiver to solve a problem by using vocalizations, facial expressions, or gestures	CS 14-1 Solves Problems
Uses objects as a means to an end (e.g., uses a bucket to transport blocks from one room to another, uses spoon to reach for food)	CS 14-1 Solves Problems
18-36 Months	
Uses active exploration and trial and error to solve problems	CS 14-1 Solves Problems
Tries several methods to solve a problem before asking for assistance	CS 14-1 Solves Problems
Communicates to request assistance	CS 14-1 Solves Problems
36-60 Months	

Explores various ways to solve a problem and selects one option	CS 14-1 Solves Problems
Seeks assistance from another child or an adult to solve problems	CS 14-1 Solves Problems
Modifies actions based on new information and experiences (e.g., changes block structure when the tower continues to fall)	CS 14-1 Solves Problems
60 Months to Kindergarten Entry	
Works in a group to find a solution, building on the group's problem solving strategies	CS 14-1 Solves Problems
Demonstrates understanding of when something might be a problem or a challenge (e.g., "This puzzle's going to be hard to do.")	CS 14-1 Solves Problems
Goal 36: Children use symbols to represent objects	
Birth to 18 Months	
Demonstrates object permanence (i.e., realizes that people or things exist even when out of view)	ATL 1-2 Develops Memory
Locates an object that has been hidden from view	ATL 1-2 Develops Memory
Recognizes people, animals, or objects in pictures or photographs	LC 7-4 Expands Vocabulary
18-36 Months	
Finds objects after they have been hidden nearby	ATL 1-2 Develops Memory
Draws or scribbles and explains what the drawing is	LKS 9-1 Develops Emergent Writing
Experiments with new uses for familiar objects	ATL 1-6 Thinks with Creativity & Flexibility
Provides a simple description of a person or object that is not present (e.g., child barks when asked what noise the dog makes)	LC 7-2 Develops Expressive Communication
Reacts to mental images of objects or events (e.g., claps hands when told aunt/uncle is coming to visit)	ATL 1-2 Develops Memory
Identifies symbols for familiar objects correctly	LKS 8-3 Develops Emergent Reading
36-60 Months	
Provides more complex description of a person or object that is not present (e.g., child describes that the dog is black, soft, and runs around; child gestures to show how big)	LC 7-2 Develops Expressive Communication
Uses symbols or pictures as representation for oral language	CCA 21-1 Explores Art Media
Uses objects to represent real items in make believe play	CCA 21-4 Participates in Dramatic Play
Recognizes objects, places, and ideas by symbols (e.g., recognizes which is the men's room and which is the women's room by looking at the stick figure symbols)	LKS 8-3 Develops Emergent Reading
60 Months to Kindergarten Entry	

Uses physical objects to demonstrate vocabulary (e.g., creates two piles of blocks – one with “more” blocks, one with “less”)	LC 7-4 Expands Vocabulary
Represents simple objects through drawings, movement, mime, three-dimensional constructions	CCA 21-1 Explores Art Media
Goal 37: Children can distinguish between fantasy and reality	
Birth to 18 Months	
Makes animal sounds	CCA 21-4 Participates in Dramatic Play
Begins make-believe play (e.g., rocking or feeding a baby doll)	CCA 21-4 Participates in Dramatic Play
18-36 Months	
Plays make-believe with props (e.g., dolls, stuffed animals, people)	CCA 21-4 Participates in Dramatic Play
Creates an imaginary friend	ATL 1-6 Thinks with Creativity & Flexibility
Reacts to people in costume as if they are the characters they portray	CCA 21-4 Participates in Dramatic Play
Reacts to puppets as if they are real and not extensions of an adult or another child	CCA 21-4 Participates in Dramatic Play
36-60 Months	
Takes on pretend roles and situations, using the appropriate language, tone, and movements (e.g., pretends to be a baby, crawling on the floor and making baby sounds)	CCA 21-4 Participates in Dramatic Play
Engages in complex make-believe play (e.g., theme-oriented play that involves multiple characters and settings)	CCA 21-4 Participates in Dramatic Play
Makes connections between characters in books, stories, or movies, with people in real-life	LKS 8-1 Develops Early Literacy
Questions if characters in books, family and traditional oral stories, and movies are real or not	LKS 8-1 Develops Early Literacy
60 Months to Kindergarten Entry	
Explains if a story is real or make-believe, when prompted	CCA 21-4 Participates in Dramatic Play
Understands and expresses when fantasy is influencing actions (e.g., “I was just pretending to do that.”)	CCA 21-4 Participates in Dramatic Play
Recognizes that some characters, places, and objects in books, movies, television shows, and some family and traditional oral stories are not real	LKS 8-1 Develops Early Literacy
Mathematics and Numeracy	
Goal 38: Children demonstrate knowledge of numbers and counting	
Birth to 18 Months	
Understands the concept of “more” in reference to food or play	CM 11-1 Learns Measurement and Quantities

Uses gestures to request “more”	CM 11-1 Learns Measurement and Quantities
Imitates rote counting using some names of numbers	CM 10-1 Begins Counting
18-36 Months	
Counts to at least five from memory in home language (e.g., recites, “one, two, three...” or “atauciq, malruk, pingayun...” or “isa, dalawa, tatlo...”)	CM 10-1 Begins Counting
Imitates counting rhymes or songs (e.g., “Five little Monkeys”)	CM 10-1 Begins Counting
Recognizes some quantities (e.g., sees two blocks and says “two”)	CM 11-1 Learns Measurement and Quantities
Identifies quantity and comparisons of quantity (e.g., all, some, none, more, less)	CM 11-1 Learns Measurement and Quantities
36-60 Months	
Names some numerals	CM 10-1 Begins Counting
Recognizes that a single object is “one” regardless of size, shape, or other attributes	CM 10-1 Begins Counting
Understands that numbers represent quantity (e.g., gets three apples out of the box)	CM 10-2 Builds and Observes Sets
Applies numbers and counting concepts to daily life (e.g., counts number of children who have raised their hand)	CM 10-1 Begins Counting
Differentiates some letters from numerals	CM 10-4 Reads and Writes Numbers
Recognizes, names, and writes some numerals	CM 10-4 Reads and Writes Numbers
Names the numbers in order to ten or more from memory	CM 10-1 Begins Counting
Counts at least five objects in one-to-one correspondence, without assistance	CM 10-1 Begins Counting
Understands that the last count represents the quantity of what has been counted	CM 10-3 Learns Addition, Subtraction and Division
Understands the quantity is not affected by the order of counting	CM 10-2 Builds and Observes Sets
Groups objects and counts the number of groups	CM 10-2 Builds and Observes Sets
Applies counting to new situations (e.g., counting objects, counting groups)	CM 10-1 Begins Counting
Uses numbers to predict and make realistic guesses (e.g., “I think there are about twenty marbles in that jar.”)	CM 11-1 Learns Measurement and Quantities
Tells what number comes before or after a given number up to five	CM 10-1 Begins Counting
60 Months to Kindergarten Entry	
Counts to at least 20 from memory	CM 10-1 Begins Counting
Understands that when counting items they must be counted only once and none should be left out	CM 10-1 Begins Counting

Uses math manipulatives, games, toys, and coins in daily activities	SS 16-5 Learns about Government and Economics
Uses basic numbers and counting operations (e.g., “I gave Chua one of my blocks. Now she has two blocks.”)	CM 10-3 Learns Addition, Subtraction and Division
Tells what number comes before or after a given number to 20, with assistance	CM 10-1 Begins Counting
Explains the difference between addition and subtraction, with assistance	CM 10-3 Learns Addition, Subtraction and Division
Goal 39: Children demonstrate some knowledge of size, volume, height, weight and length	
Birth to 18 Months	
Plays with toys and objects with different sizes and shapes	CM 12-1 Learns Shapes & Sizes
Orders a few objects by size, with assistance	CM 12-1 Learns Shapes & Sizes
18-36 Months	
Uses size words, such as “many,” “big,” and “little,” appropriately	CM 11-1 Learns Measurement and Quantities
Fills and empties containers (e.g., with sand or water)	CM 12-2 Develops Spatial Awareness
Compares the size of various everyday objects (e.g., puts different people’s shoes side by side to see which is longest)	CM 12-1 Learns Shapes & Sizes
Identifies things that are big or small, heavy or light, tall or short, with assistance	CM 11-1 Learns Measurement and Quantities
Looks at two objects and identifies which one is bigger or smaller	CM 11-1 Learns Measurement and Quantities
Explores measuring tools (e.g., measuring cup, ruler)	CM 11-1 Learns Measurement and Quantities
Demonstrates comparative behavior by nesting up to five cups	CM 12-2 Develops Spatial Awareness
Orders objects by size, volume, height, weight, and length with assistance	CM 12-1 Learns Shapes & Sizes
36-60 Months	
Engages in activities that explore and develop vocabulary for length and weight	CM 11-1 Learns Measurement and Quantities
Uses measuring tools in play activities (e.g., measuring tape, measuring cups)	CM 11-1 Learns Measurement and Quantities
Estimates size (e.g., “I’m as tall as the yellow bookshelf.”)	CM 12-1 Learns Shapes & Sizes
Labels objects using size words	CM 12-1 Learns Shapes & Sizes
Exhibits spontaneous comparison by ordering objects by size, volume, height, weight, and length	CM 11-1 Learns Measurement and Quantities
60 Months to Kindergarten Entry	

Measures sand or water using a variety of containers	CM 11-1 Learns Measurement and Quantities
Measures ingredients for a cooking project, with guidance	CM 11-1 Learns Measurement and Quantities
Uses some conventional vocabulary of measurement (e.g., inch, cup, pound), though may not have exact understanding of meaning	CM 11-1 Learns Measurement and Quantities
Estimates measurements using size, volume, height, weight, and length (e.g., how many steps it will take to walk across the room)	CM 11-1 Learns Measurement and Quantities
Demonstrates comparative behavior by matching objects correctly (e.g., bolts to nuts, jars to lids, greeting cards to envelopes)	CS 13-2 Classifies or Sorts Objects
Goal 40: Children sort, classify, and organize objects	
Birth to 18 Months	
Groups a few objects by color, shape, or size, with assistance	CS 13-2 Classifies or Sorts Objects
18-36 Months	
Collects items that have common characteristics (e.g., red blocks, shells, leaves)	CS 13-2 Classifies or Sorts Objects
Arranges objects in lines (e.g., makes a row of blocks)	CS 13-2 Classifies or Sorts Objects
Sorts objects by one characteristic (e.g., color)	CS 13-2 Classifies or Sorts Objects
Recognizes objects arranged in series (e.g., small, medium, large)	CM 11-2 Understands Patterns
Identifies categories of objects (e.g., dogs, cats, deer, moose, and bears are all animals), with assistance	CS 13-2 Classifies or Sorts Objects
Matches simple two-dimensional shapes in form boards and puzzles (e.g., circles, squares, triangles)	CM 12-1 Learns Shapes & Sizes
Identifies two geometric shapes (e.g., circle, square)	CM 12-1 Learns Shapes & Sizes
Creates and copies simple shapes made by others	CM 12-1 Learns Shapes & Sizes
36-60 Months	
Orders several objects on the basis of one characteristic through trial and error (e.g., puts four blocks in a row from smallest to largest)	CM 11-2 Understands Patterns
Systematically explores patterns with a variety of materials	CM 11-2 Understands Patterns
Classifies everyday objects that go together (e.g., shoe/sock, pencil/paper, comb/brush)	CS 13-2 Classifies or Sorts Objects
Compares shape and size of objects	CM 12-1 Learns Shapes & Sizes
Creates, builds, or draws shapes	CM 12-1 Learns Shapes & Sizes

Orders shapes from smallest to largest (e.g., orders various circle sizes)	CM 12-1 Learns Shapes & Sizes
60 Months to Kindergarten Entry	
Sorts objects into categories, classifying and comparing according to a characteristic (e.g., size, color)	CS 13-2 Classifies or Sorts Objects
Recognizes, describes, duplicates, and extends a two-part pattern (e.g., A/B, circle/ square)	CM 11-2 Understands Patterns
Describes how and why objects are arranged or sorted the way they are	CM 11-2 Understands Patterns
Science	
Goal 41: Children collect information through observation and manipulation	
Birth to 18 Months	
Turns head toward sounds or voices	ATL 1-4 Is Curious
Gathers information through the senses (e.g., mouthing, grasping, reaching)	CS 13-1 Explores Objects
Uses more than one sense at one time (e.g., uses sight, touch, and hearing by examining and shaking a toy)	CS 13-1 Explores Objects
Observes objects in the environment for a brief period of time	CS 13-1 Explores Objects
Uses another object or person as a tool (e.g., expresses the desire to be picked up to reach something, uses block to push buttons on a toy)	CS 14-1 Solves Problems
18-36 Months	
Uses all five senses to examine different objects with attention to detail	CS 13-1 Explores Objects
Identifies similarities or differences in objects	CS 13-2 Classifies or Sorts Objects
Systematically explores natural phenomena through one or more of the five senses (e.g., notices different types of insects)	CS 15-1 Explores the Natural Environment
36-60 Months	
Identifies and distinguishes between senses (e.g., tastes, sounds, textures)	CS 13-1 Explores Objects
Uses non-standard tools (e.g., blocks, paper tubes) to explore the environment	CS 13-1 Explores Objects
Uses standard tools (e.g., magnets, magnifying glass) to explore the environment	CS 13-1 Explores Objects
Participates in experiments provided by adults and describes observations (e.g., mixing soil and water to make mud)	CS 14-4 Draws Conclusions and Sorts Results
60 Months to Kindergarten Entry	
Seeks information through observation, systematic exploration, and conversations	CS 13-1 Explores Objects
Uses simple tools and equipment to extend the senses and gather data	CS 13-1 Explores Objects

Identifies, describes, and compares properties of objects	CS 13-2 Classifies or Sorts Objects
Recognizes charts and graphs as a way to collect, organize, record, and describe information	CS 14-4 Draws Conclusions and Sorts Results
Goal 42: Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations	
Birth to 18 Months	
Actively uses one or more sense to explore environment (e.g., touch, sight, smell, taste, hearing)	CS 15-1 Explores the Natural Environment
Expresses a sense of wonder about the natural world (e.g., reaches for objects, puts objects in mouth or rubs on cheek, rolls objects in hands, drops objects on floor)	CS 15-1 Explores the Natural Environment
Investigates new phenomena (e.g., reaches out to touch rain)	CS 15-1 Explores the Natural Environment
Tries new activities, motions, experiences	ATL 1-4 Is Curious
Progresses from trial and error to solving problems more systematically, with assistance	CS 14-1 Solves Problems
18-36 Months	
Asks simple questions about the natural world (e.g., "Where did the rainbow go?")	CS 15-1 Explores the Natural Environment
Observes and/or manipulates objects and events to answer simple questions about the natural world	CS 15-1 Explores the Natural Environment
Demonstrates restraint of impulsivity before engaging in an activity	SED 3-2 Manages Feelings & Demonstrates Self-Control
Makes guesses about what might happen based on past experience	CS 14-2 Makes Predictions
36-60 Months	
Asks questions and finds answers through active exploration	CS 15-1 Explores the Natural Environment
Records information from an experience (e.g., drawing, storytelling, writing, photographing)	CM 11-1 Learns Measurement and Quantities
Makes predictions and develops generalizations based on past experiences	CS 14-2 Makes Predictions
Uses vocabulary that shows recognition of scientific principles to explain why things happen (e.g., uses words such as sink, float, melt, freeze)	CS 14-4 Draws Conclusions and Sorts Results
60 Months to Kindergarten Entry	
Collects information about objects and events in the natural world	CS 15-1 Explores the Natural Environment
Communicates information learned from exploration of the natural world (e.g., "We picked lots of berries." "The snow was cold and wet.")	CS 15-2 Develops an Understanding of and Care for the Natural World

Makes reasonable explanations, without assistance	CS 14-4 Draws Conclusions and Sorts Results
Describes and discusses predictions, explanations, and generalizations based on past experiences	CS 14-2 Makes Predictions
Goal 43: Children observe and describe characteristics of living things	
Birth to 18 Months	
Responds to plants, animals, and other people in the environment (e.g., reaches for caregiver, grabs a flower, points and squeals at a dog)	CS 15-1 Explores the Natural Environment
Explores characteristics of certain living things (e.g., picks up an earthworm, tries to catch ants)	CS 15-1 Explores the Natural Environment
18-36 Months	
Explores and investigates physical properties of living and non-living things	CS 15-1 Explores the Natural Environment
Demonstrates understanding of how things grow and change	CS 15-2 Develops an Understanding of and Care for the Natural World
Comments on what it takes to make things grow (e.g., "That plant needs water.")	CS 15-2 Develops an Understanding of and Care for the Natural World
36-60 Months	
Identifies things as living or non-living based on their characteristics (e.g., breathes, moves, grows)	CS 15-1 Explores the Natural Environment
Describes characteristics of plants, animals, and people (e.g., "That tree grew really tall!")	CS 15-2 Develops an Understanding of and Care for the Natural World
Systematically explores and describes similarities, differences, and categories of plants and animals	CS 15-1 Explores the Natural Environment
Demonstrates understanding of changes in the appearance, behavior, and habitats of living things (e.g., plants, spider webs)	CS 15-2 Develops an Understanding of and Care for the Natural World
Asks questions about growth and change in plants and animals	CS 15-1 Explores the Natural Environment
60 Months to Kindergarten Entry	
Observes and describes characteristics, basic needs, and simple life cycles of living things	CS 15-1 Explores the Natural Environment
Describes simple relationships between animals, plants, and the environment (e.g., "Fish live in water." "Some animals eat plants.")	CS 15-2 Develops an Understanding of and Care for the Natural World
Takes care of familiar plants and animals (e.g., waters houseplants, feeds pet fish)	CS 15-2 Develops an Understanding of and Care for the Natural World
Goal 44: Children observe and describe characteristics of the earth	
Birth to 18 Months	
Observes sun and clouds	CS 15-1 Explores the Natural Environment
Enjoys outdoor play	CS 15-1 Explores the Natural Environment
Enjoys playing with water, sand, and mud	CS 15-1 Explores the Natural Environment
18-36 Months	

Asks questions about the earth	CS 15-1 Explores the Natural Environment
Identifies weather (e.g., sun, rain, snow)	CS 15-2 Develops an Understanding of and Care for the Natural World
Identifies or labels earth's materials (e.g., water, rocks, dirt, leaves)	CS 15-2 Develops an Understanding of and Care for the Natural World
Demonstrates curiosity about the natural environment by asking "why" questions (e.g., "Why is the grass green?")	CS 15-1 Explores the Natural Environment
36-60 Months	
Investigates properties of rocks, dirt, and water	CS 15-1 Explores the Natural Environment
Recognizes and provides simple descriptions of the states of matter (e.g., "Water is wet.")	CS 15-2 Develops an Understanding of and Care for the Natural World
Makes simple observations of the characteristics and movement of sun, moon, stars, and clouds	CS 15-2 Develops an Understanding of and Care for the Natural World
Discusses changes in the weather and seasons, using common weather-related vocabulary (e.g., rainy, sunny, windy)	CS 15-2 Develops an Understanding of and Care for the Natural World
60 Months to Kindergarten Entry	
Identifies and distinguishes between landscapes (e.g., mountains/hills; rivers/ lakes)	CS 15-2 Develops an Understanding of and Care for the Natural World SS 16-3 Explores Geography
Identifies changes that occur in nature over time	CS 15-2 Develops an Understanding of and Care for the Natural World
Describes, draws, or writes about environmental changes (e.g., erosion, tides, earthquakes)	LKS 9-1 Develops Emergent Writing CS 15-2 Develops an Understanding of and Care for the Natural World
Shows an emerging ability to "read" the weather (e.g., if cloudy, predicts that it might rain)	CS 15-2 Develops an Understanding of and Care for the Natural World
Social Studies	
Goal 45: Children differentiate between events that happen in the past, present, and future	
Birth to 18 Months	
Shows anticipation for regularly scheduled daily activities	ATL 2-1 Understands Routines
Recognizes the beginning and end of an event (e.g., claps at the end of a song)	SS 16-2 Understands Time
Recalls information about the immediate past (e.g., after eating, says "All done!")	ATL 1-2 Develops Memory
18-36 Months	
Anticipates recurring events in typical routines (e.g., "After i eat lunch, i will hear a story.")	ATL 2-1 Understands Routines
Connects new experiences to past experiences	SS 16-2 Understands Time
Experiments with general terms related to the elements of time (e.g., "Today we are going to Grandma's.")	SS 16-2 Understands Time
Makes predictions about what may occur in the future	SS 16-2 Understands Time

36-60 Months	
Retells a simple story or event in roughly sequential order	SS 16-2 Understands Time
Uses time-related words and concepts (e.g., first/last, morning/night, yesterday/today), though not always accurately	SS 16-2 Understands Time
Gives simple accounts of what happened that day	SS 16-2 Understands Time
Establishes causal patterns between past, present, and future events, with assistance	SS 16-2 Understands Time
Uses phrases that suggest awareness of the past (e.g., "When I was a baby...")	SS 16-2 Understands Time
60 Months to Kindergarten Entry	
Retells a more complex story or event in somewhat sequential order	SS 16-2 Understands Time
Begins to use the vocabulary for days of the week and names of the months	SS 16-2 Understands Time
Describes events or objects from his/her personal or family history	SS 16-2 Understands Time
Begins to understand that people in the past lived differently than people do today	SS 16-2 Understands Time
Uses the future tense to discuss plans	SS 16-2 Understands Time
Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures	SS 16-1 Explores Cultures
Recognizes pictures of parents or grandparents when they were young	SED 4-1 Develops Awareness of Self
Goal 46: Children demonstrate awareness of location and spatial relationships	
Birth to 18 Months	
Explores environment in the presence of caregiver	CM 12-2 Develops Spatial Awareness
Explores spatial relationships (e.g., attempts to fit own body in boxes or tunnels)	CM 12-2 Develops Spatial Awareness
Develops awareness of own body and how much space it takes up	CM 12-2 Develops Spatial Awareness
18-36 Months	
Distinguishes between near and far	CM 12-2 Develops Spatial Awareness
Experiments with physical relationships (e.g., on/under, inside/outside)	CM 12-2 Develops Spatial Awareness
Shows interest in investigating geography tools (e.g., map, compass, globe, navigational charts)	SS 16-3 Explores Geography
36-60 Months	
Uses words to indicate direction, position, and size, but may not always be accurate	CM 12-2 Develops Spatial Awareness

Creates representations of locations and space during play (e.g., builds steep mountain road in sandbox)	SS 16-3 Explores Geography
Identifies where he/she lives	SS 16-3 Explores Geography
Understands physical relationships (e.g., on/under, inside/outside)	CM 12-2 Develops Spatial Awareness
60 Months to Kindergarten Entry	
Talks about location using appropriate vocabulary (e.g., near/far, over/under, next to)	CM 12-2 Develops Spatial Awareness
Describes some concepts of distance or space (e.g., knows it is far to Grandpa's house)	SS 16-3 Explores Geography
Recognizes that real places can be represented with symbols	SS 16-3 Explores Geography
Goal 47: Children demonstrate knowledge of the relationship between people, places, and regions	
Birth to 18 Months	
Recognizes some familiar places (e.g., home, store, grandparent's house)	ATL 1-2 Develops Memory
Knows where favorite toys or foods are stored in own home	ATL 1-2 Develops Memory
18-36 Months	
Distinguishes different environments by the people or signs that are a part of that environment (e.g., see pictures of fish and says "They live in water.")	SS 16-3 Explores Geography
Recognizes own house and other homes the child visits frequently when approaching	SS 16-3 Explores Geography
Recognizes familiar buildings (e.g., school, post office, library, community building)	SS 16-3 Explores Geography
36-60 Months	
Matches objects to their usual geographic locations (e.g., stove in the kitchen, bed in the bedroom, tree in the park)	SS 16-3 Explores Geography
Develops awareness of some characteristics of own geographic region (e.g., "It rains/snows here a lot.")	SS 16-3 Explores Geography
Recognizes where he/she is while traveling in familiar areas, most of the time	SS 16-3 Explores Geography
Begins to express and understand concepts and language of geography in the contexts of the classroom, home, and community	SS 16-3 Explores Geography
60 Months to Kindergarten Entry	
Describes some physical characteristics (e.g., bodies of water, mountains, weather) and some of the social characteristics of the corresponding communities (e.g., types of shelter, clothing, food, jobs)	SS 16-3 Explores Geography

Helps to navigate on journeys (e.g., “After you pass the big red barn, then my house is next.” or “I live by the bus stop.”)	SS 16-3 Explores Geography
Understands that there are different places that people live	SS 16-3 Explores Geography
Goal 48: Children demonstrate awareness of economic concepts	
Birth to 18 Months	
Depends on others to provide for wants and needs	ATL 2-1 Understands Routines
18-36 Months	
Recognizes relationship between supply and demand (e.g., understands that he/she cannot have another cracker because they are all gone)	CM 11-1 Learns Measurement and Quantities
Recognizes and uses objects for barter or trade during play, with assistance	SS 16-5 Learns about Government and Economics
36-60 Months	
Demonstrates awareness of money being needed to purchase goods and services	SS 16-5 Learns about Government and Economics
Plays store or restaurant with play or real money, receipts, credit cards, telephones	SS 16-5 Learns about Government and Economics
Talks about what wants to be when he/she grows up	SS 16-4 Learns about Community Roles and Jobs
Demonstrates understanding of sharing and interdependence	SS 16-5 Learns about Government and Economics
60 Months to Kindergarten Entry	
Realizes that making one choice means that you may not be able to do something else	SS 16-5 Learns about Government and Economics
Recognizes that people rely on others for goods and services	SS 16-5 Learns about Government and Economics
Understands the concept of saving resources for use in the future	SS 16-5 Learns about Government and Economics
Accurately names some coins and money bills (e.g., penny, nickel, dollar bill)	SS 16-5 Learns about Government and Economics
Recognizes that some things are owned by people and other things are collective goods	SS 16-5 Learns about Government and Economics
Demonstrates understanding that coins of different sizes and colors have different names	SS 16-5 Learns about Government and Economics
Goal 49: Children demonstrate awareness of the relationship between humans and the environment	
Birth to 18 Months	
Expresses interest in nature (e.g., flowers, a breeze, snow)	CS 15-1 Explores the Natural Environment
Recognizes trash as trash	CS 15-1 Explores the Natural Environment
Knows where the trash receptacle and recycle bin, if available, are in own home or learning setting	CS 15-1 Explores the Natural Environment
18-36 Months	

Helps with home and class routines that keep the house/classroom clean	ATL 2-2 Shows Responsibility
Discards trash in appropriate receptacle	CS 15-2 Develops an Understanding of and Care for the Natural World
Recognizes and responds to characteristics of the environment (e.g., exclaims out loud when he/she sees bird or a very tall tree)	CS 15-2 Develops an Understanding of and Care for the Natural World
Uses natural objects for play (e.g., makes mud pies, makes a house out of sticks, uses leaves for a pillow)	CS 15-1 Explores the Natural Environment
36-60 Months	
Shows awareness of environment by noticing features of own home and other familiar places (e.g., recounts how water was flowing over the road on the way to store)	CS 15-1 Explores the Natural Environment
Recognizes things that do not belong in the environment (e.g., litter)	CS 15-2 Develops an Understanding of and Care for the Natural World
Participates in protecting equipment and materials from weather or other natural phenomena	CS 15-2 Develops an Understanding of and Care for the Natural World
60 Months to Kindergarten Entry	
Recognizes, with adult support and guidance, how people can take care of the earth's limited resources or damage the earth	CS 15-2 Develops an Understanding of and Care for the Natural World
Exhibits simple concepts of conservation (e.g., uses paper judiciously, does not waste water)	CS 15-2 Develops an Understanding of and Care for the Natural World
Shows interest in understanding how animals gather and store food, sleep, and live	CS 15-2 Develops an Understanding of and Care for the Natural World
Goal 50: Children use technology appropriately	
Birth to 18 Months	
Enjoys listening to music from a Cd player or radio	CS 13-1 Explores Objects
Shows interest in technology (e.g., turns toward ringing telephone)	CS 13-1 Explores Objects
Enjoys using play technology objects (e.g., wind-up toy)	CS 13-1 Explores Objects
Turns a light switch on and off	CS 13-1 Explores Objects
18-36 Months	
Plays with battery-operated toys and learning objects, with assistance	CS 13-1 Explores Objects
Operates a simple tape or Cd player to listen to a recorded story, with assistance	CS 13-1 Explores Objects
Makes mechanical toys work, if labeled safe for children under 3	CS 13-1 Explores Objects
36-60 Months	

Communicates with family members or other familiar people using telephone or other communication device, with assistance	CS 13-3 Learns Using Technology
Identifies some materials as natural or as human-made and explains how he/she knows the difference	CS 13-3 Learns Using Technology
Describes stories, images, or sounds experienced with technology (e.g., music on CD player, program on television, story heard on tape)	CS 13-3 Learns Using Technology
Uses accurate vocabulary to identify technology (e.g., camera, computer, printer, television)	CS 13-3 Learns Using Technology
60 Months to Kindergarten Entry	
Identifies ways in which technology helps people accomplish specific tasks (e.g., "The wheelchair helps Alfonso get from one place to another." "E-mail lets you communicate with your friend Qavvik who lives far away.")	CS 13-3 Learns Using Technology
Identifies alternate ways of doing things with and without technology (e.g., can use hands or dishwasher to clean dishes, can travel by foot or by car)	ATL 1-6 Thinks with Creativity & Flexibility
Considers, with adult guidance, what it must have been like to live without technology in an earlier time	SS 16-2 Understands Time
Uses computer for simple 'point and click' operations on child-appropriate Web sites or software	CS 13-3 Learns Using Technology
Family, Community, and Culture	
Goal 51: Children demonstrate awareness of family characteristics and functions	
Birth to 18 Months	
Kicks legs and squeals when familiar adult appears	SED 5-1 Bonds with Adults
Initiates contact with caregivers	SED 5-1 Bonds with Adults
Shows affection (e.g., hugs and kisses) to familiar adults	SED 5-1 Bonds with Adults
Develops and maintains trusting relationships with primary caregiver	SED 5-1 Bonds with Adults
Addresses at least two family members by name	SED 5-1 Bonds with Adults
Recognizes immediate family members in photographs	SED 5-1 Bonds with Adults
18-36 Months	
Recognizes family members by voice	SED 4-1 Develops Awareness of Self
Knows own first and last name	SED 4-1 Develops Awareness of Self
Recognizes roles within own home (e.g., "daddy cooks supper and mommy washes the dishes.")	SED 4-1 Develops Awareness of Self

Pretends to nurture a doll by feeding and talking to it	SED 5-2 Learns from Adults
Gives names to toys and dolls that reflect family and circle of friends	SED 4-1 Develops Awareness of Self
Identifies boys and girls	SED 4-1 Develops Awareness of Self
Recognizes that family members hunting will provide food for family	SS 16-4 Learns about Community Roles and Jobs
36-60 Months	
Describes family members and begins to understand simple relationships to one another (e.g., "Marika is my sister.")	SS 16-4 Learns about Community Roles and Jobs
Talks about grandparents or other family members and discusses how they look different from children	SED 4-1 Develops Awareness of Self
Identifies self as a member of a specific family and cultural group	SED 4-1 Develops Awareness of Self
Adopts the roles of different family members during dramatic play	SS 16-4 Learns about Community Roles and Jobs
Tells stories about family routines	SED 4-1 Develops Awareness of Self
Draws a family portrait	SED 4-1 Develops Awareness of Self
Joins in singing family songs	SED 4-1 Develops Awareness of Self
60 Months to Kindergarten Entry	
Recognizes extended family members (e.g., cousins, aunts, uncles)	SED 4-1 Develops Awareness of Self
Talks about how other children have different family compositions other than own	SS 16-4 Learns about Community Roles and Jobs
Goal 52: Children demonstrate awareness of their community, human interdependence, and social roles	
Birth to 18 Months	
Begins to watch other children	SED 6-2 Bonds with Peers
Reaches out to touch other children or grabs their toys	SED 6-2 Bonds with Peers
Recognizes the names of other children	SED 6-2 Bonds with Peers
Shows recognition of the family members of other children	SED 6-2 Bonds with Peers
Begins to participate in simple parallel play with other children	SED 6-2 Bonds with Peers
18-36 Months	
Identifies the possessions of other children	SED 6-3 Cooperates with Peers
Shows interest in peers by including them in play, referring to them by name	SED 6-2 Bonds with Peers
Recognizes that different people have different roles and jobs in the community	SS 16-4 Learns about Community Roles and Jobs
Functions as a member of various communities (e.g., classroom, neighborhood, faith-based community)	SED 6-3 Cooperates with Peers

Shows interest in community workers (e.g., garbage collector, Village Public safety Officer, mail carrier, health aid)	SS 16-4 Learns about Community Roles and Jobs
Participates in family routines	ATL 2-1 Understands Routines
36-60 Months	
Identifies people by characteristics other than name, when asked	SED 6-2 Bonds with Peers
Names a parent's job (e.g., nurse, plumber, farmer), but may not know what parent actually does at the job	SS 16-4 Learns about Community Roles and Jobs
Recognizes some community workers and increases awareness of their jobs	SS 16-4 Learns about Community Roles and Jobs
Pretends to be different community workers during play (e.g., grocery store clerk, teacher, construction worker, doctor, fisherperson)	SS 16-4 Learns about Community Roles and Jobs
Recognizes that people have different communities (e.g., family, neighborhood, school, faith-based community, job)	SS 16-1 Explores Cultures
60 Months to Kindergarten Entry	
Recognizes others' capabilities in specific areas (e.g., "That woman is good at fixing cars.")	SS 16-4 Learns about Community Roles and Jobs
Identifies some types of jobs and some of the tools used to perform those jobs	SS 16-4 Learns about Community Roles and Jobs
Demonstrates an understanding of social behavior and personal responsibility as a member of a group (e.g., "If you put away the toys, then I'll clean up the art table.")	ATL 2-2 Shows Responsibility
Goal 53: Children demonstrate civic responsibility	
Birth to 18 Months	
Follows simple directions	ATL 2-2 Shows Responsibility
Tries out roles and relationships through imitation (e.g., smiles at self in mirror, plays peek-a-boo)	SED 5-2 Learns from Adults
Requests assistance when needed	SED 5-1 Bonds with Adults
Looks to caregivers for assistance and guidance	SED 5-1 Bonds with Adults
18-36 Months	
Tries out roles and relationships through dramatic and pretend play	CCA 21-4 Participates in Dramatic Play
Recognizes that there may be different rules in different places (e.g., school rules may be different from those at home) and follows appropriate set of rules, with assistance	ATL 2-2 Shows Responsibility
Participates actively as a member of the family or classroom community (e.g., helping during clean-up time)	ATL 2-2 Shows Responsibility
Helps adult with simple chores	ATL 2-2 Shows Responsibility
36-60 Months	

Shows awareness of group rules (e.g., waits before painting because the easels are full)	ATL 2-2 Shows Responsibility
Helps to make rules for free choice play (e.g., “Only four people at the sand table.”)	ATL 2-2 Shows Responsibility
Follows rules while playing games and reminds others of the rules	ATL 2-2 Shows Responsibility
Responds to another child’s needs by sometimes giving and sharing	SED 6-1 Builds Empathy
Notifies if another child is missing an essential article to participate in the group (e.g., other child does not have crayons to draw with)	SED 6-2 Bonds with Peers
Invites other children to join groups or other activities	SED 6-3 Cooperates with Peers
60 Months to Kindergarten Entry	
Exhibits positive citizenship behaviors by sharing, taking turns, following rules, and taking responsibility for classroom jobs	SED 6-3 Cooperates with Peers
Participates in democratic group processes as a way of making choices (e.g., voting or discussion)	SED 6-3 Cooperates with Peers
Demonstrates awareness of the reasons for rules and laws	ATL 2-2 Shows Responsibility
Exhibits personal responsibility, choice, and leadership in the context of self-help skills and duties/roles that benefit the family or class	ATL 2-2 Shows Responsibility
Participates in community events that promote interdependence, with assistance	SED 6-3 Cooperates with Peers
Goal 54: Children demonstrate awareness and appreciation of their own and others’ cultures	
Birth to 18 Months	
Recognizes simple differences between people (e.g., shows curiosity about someone who wears glasses or has skin color other than own)	SS 16-1 Explores Cultures
Interacts with other children who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs	SS 16-1 Explores Cultures
18-36 Months	
Enjoys poems, stories, and songs about a variety of people and cultures	SS 16-1 Explores Cultures
Displays knowledge of basic concepts of own heritage and background (e.g., shows pictures or objects from home)	SED 4-1 Develops Awareness of Self
Asks simple questions about other children and adults (e.g., “Where is Simon?”)	SS 16-1 Explores Cultures
36-60 Months	
Asks questions about other children’s appearance and behavior	SED 6-2 Bonds with Peers

Asks questions about similarities and differences in other people (e.g., language, hair styles, clothing)	SS 16-1 Explores Cultures
Shows respect for similarities and differences (e.g., does not laugh at somebody who is different)	SS 16-1 Explores Cultures
Begins to develop awareness, knowledge, and appreciation of own culture	SED 4-1 Develops Awareness of Self
60 Months to Kindergarten Entry	
Talks about, compares, and explores similarities and differences in daily practices across cultures	SS 16-1 Explores Cultures
Expresses understanding about other children's cultures through conversations, dramatic play, interactions, and items from home	SS 16-1 Explores Cultures
Recognizes and celebrates similarities and differences between people of different cultures	SS 16-1 Explores Cultures
Recognizes stereotypes and culturally or linguistically unfair or biased behavior	SS 16-1 Explores Cultures
Creative Arts	
Goal 55: Children use creative arts to express and represent what they know, think, believe, or feel	
Birth to 18 Months	
Gazes at pictures, photographs, and mirror images	CCA 21-1 Explores Art Media
Enjoys repetition	CS 14-1 Solves Problems
Experiments with a variety of sound sources (e.g., rattles, bells)	CCA 21-2 Explores Music
Exhibits an increased variety of movements to express self using different body parts	CCA 21-3 Explores Movement and Dance
Imitates sounds, facial expressions, and gestures of another person	CCA 21-4 Participates in Dramatic Play
Imitates sounds or actions of an animal or object	CCA 21-4 Participates in Dramatic Play
Experiments with a variety of art materials (e.g., paint, markers, crayons, pencils)	CCA 21-1 Explores Art Media
Shows preferences for certain colors	CCA 21-1 Explores Art Media
18-36 Months	
Uses a variety of materials for tactile experience and exploration (e.g., paint, glue, 3-dimensional materials, musical instruments)	CCA 21-1 Explores Art Media
Engages in the artistic process with enthusiasm	CCA 21-1 Explores Art Media
Explores various ways of moving with or without music	CCA 21-3 Explores Movement and Dance
Explores simple songs using voice and/or instruments	CCA 21-2 Explores Music
Engages in pretend play	CCA 21-4 Participates in Dramatic Play
36-60 Months	

Participates in group music experiences (e.g., singing, finger plays, chants, musical instruments)	CCA 21-2 Explores Music
Remembers the words to an oft-repeated song	CCA 21-2 Explores Music
Asks to sing a particular song	CCA 21-2 Explores Music
Participates freely in dramatic play activities (e.g., pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life)	CCA 21-4 Participates in Dramatic Play
Tries one type of art many times (e.g., painting at easel several days in a row, using different colors, or covering the whole paper with paint)	CCA 21-1 Explores Art Media
Performs simple elements of drama (e.g., audience, actors, stage)	CCA 21-4 Participates in Dramatic Play
Pretends to be on stage and uses a microphone to sing	CCA 21-4 Participates in Dramatic Play
60 Months to Kindergarten Entry	
Uses music to express thoughts, feelings, and energy	CCA 21-2 Explores Music
Expresses his/her feelings and ideas through creative art, drama, and movement	CCA 21-1 Explores Art Media
Uses simple instruments such as rhythm sticks, tambourines, or drums to create rhythm, beat, and patterns	CCA 21-2 Explores Music
Shows interest in more complicated instruments (e.g., piano, guitar, marimba, drums)	CCA 21-2 Explores Music
Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings	CCA 21-2 Explores Music
Develops ability to plan, work both alone and with others, and demonstrate care and persistence in a variety of art projects	CCA 21-1 Explores Art Media
Goal 56: Children demonstrate understanding and appreciation of creative arts	
Birth to 18 Months	
Shows interest in sounds, tones, voices, music, colors, and shapes	CCA 21-1 Explores Art Media
Enjoys rhythms and songs	CCA 21-2 Explores Music
Prefers repetition of familiar songs and rhythmic patterns	CCA 21-2 Explores Music
Interacts with others through touch and motion	CCA 21-3 Explores Movement and Dance
Enjoys looking at children's books of dance, music, theatre, and visual arts	LKS 8-1 Develops Early Literacy
18-36 Months	
Observes and responds to artwork produced by other individuals and/or cultures	CCA 21-1 Explores Art Media
Imitates movement after participating in or watching others perform games or songs	CCA 21-3 Explores Movement and Dance

Exhibits interest when watching musical, dance, or theatre performances by other individuals	CCA 21-4 Participates in Dramatic Play
Identifies favorite storybook characters	LKS 8-1 Develops Early Literacy
36-60 Months	
Watches other children dance, then tries to mimic the dance steps	CCA 21-3 Explores Movement and Dance
Listens attentively at a children's concert, play, or puppet show	ATL 1-1 Is Attentive
Hums or moves to the rhythm of recorded music	CCA 21-2 Explores Music
Shares various forms of art found in own environment	CCA 21-1 Explores Art Media
Wonders about or asks questions about works of art, paintings, songs, dance, or theatre	CCA 21-1 Explores Art Media
60 Months to Kindergarten Entry	
Describes art work and considers potential intentions of the artist	CCA 21-1 Explores Art Media
Appreciates the artistic creations of others, the skill of a dancer, or someone's ability to play a musical instrument, sing, or act	CCA 21-1 Explores Art Media
Exhibits excitement when a picture or sculpture reminds him/her of people, objects, or events in own life	CCA 21-1 Explores Art Media
Comments on the artwork of other children, asking simple questions about methods used and noticing details	CCA 21-1 Explores Art Media

Communication, Language and Literacy	
Communication	
Goal 57: Children demonstrate the meaning of language by listening	
Birth to 18 Months	
Turns to locate source of a sound	LC 7-1 Develops Receptive Communication
Shows preference for familiar human voices to other sounds (e.g., animal sounds)	LC 7-1 Develops Receptive Communication
Orients to speaker in response to speaker's words	LC 7-1 Develops Receptive Communication
Pays attention to what the speaker is looking at or pointing to	LC 7-1 Develops Receptive Communication
Vocalizes or gestures in response to another person's voice or gesture	LC 7-1 Develops Receptive Communication
18-36 Months	
Enjoys finger plays (e.g., songs and games that use hands)	LC 7-3 Develops Phonemic Awareness
Responds to action words by performing the action	LC 7-1 Develops Receptive Communication

Responds by looking, when directed, toward a certain object	LC 7-1 Develops Receptive Communication
Attempts to locate objects when others discuss them	LC 7-1 Develops Receptive Communication
Listens to short and simple stories in the home language	LC 7-1 Develops Receptive Communication
36-60 Months	
Selects specific details in a story and repeats them	LC 7-1 Develops Receptive Communication
Listens to others in a group discussion for a short period	LC 7-1 Develops Receptive Communication
Responds to questions with appropriate answers	LC 7-1 Develops Receptive Communication
Gains information through listening	LC 7-1 Develops Receptive Communication
60 Months to Kindergarten Entry	
Attends to book reading/storytelling for at least five minutes	LKS 8-1 Develops Early Literacy
Listens to others and responds in group conversations and discussions	LC 7-1 Develops Receptive Communication
Notices different tones and cadences (e.g., recognizes the difference between humorous and serious voice inflection)	LC 7-1 Develops Receptive Communication
Enjoys listening to stories from different sources (e.g., in person, on the radio)	LC 7-1 Develops Receptive Communication
Goal 58: Children communicate effectively	
Birth to 18 Months	
Vocalizes/uses sounds, words and/or gestures to solicit attention	LC 7-2 Develops Expressive Communication
Communicates needs through facial expression, words, or actions (e.g., points to desired object)	LC 7-2 Develops Expressive Communication
Changes volume and pitch to convey meaning	LC 7-5 Expands Grammar and Pronunciation
Imitates words and/or beginning sign (e.g., simple greetings, sign for more) and gestures.	LC 7-2 Develops Expressive Communication
18-36 Months	
Changes intonation and tone to communicate meaning	LC 7-5 Expands Grammar and Pronunciation
Uses non-verbal gestures and body language to express needs and feelings (e.g., gives spontaneous hug)	LC 7-2 Develops Expressive Communication
Addresses listener appropriately to get attention (e.g., when speaking to another child, uses child's name)	LC 7-2 Develops Expressive Communication
Uses jargon with regular words in conversation	LC 7-4 Expands Vocabulary
Uses descriptors to describe a thing or event (e.g., "big toy," "fun ride," "beautiful sunset")	LC 7-4 Expands Vocabulary
Uses sound effects in play	LC 7-2 Develops Expressive Communication

Dictates a story for adult to put in print	LC 7-2 Develops Expressive Communication
Draws simple pictures or scribbles word-like marks to communicate a message or an idea	LKS 9-1 Develops Emergent Writing
36-60 Months	
Speaks clearly enough to be understood by most listeners	LC 7-5 Expands Grammar and Pronunciation
States point of view, likes/dislikes, and opinions using words, signs or picture boards	LC 7-2 Develops Expressive Communication
Uses multiple word sentences to communicate needs, ideas, actions, and/or feelings	LC 7-2 Develops Expressive Communication
Relays a simple message (e.g., from grandparent to parent)	LC 7-2 Develops Expressive Communication
Repeats words or ideas to be sure information is communicated	LC 7-2 Develops Expressive Communication
Uses pre-writing (also known as “print approximations”) in play with other children when pretending to communicate	LKS 9-1 Develops Emergent Writing
Begins to draw representational figures	LKS 9-1 Develops Emergent Writing
60 Months to Kindergarten Entry	
Initiates conversation by making statements or asking questions	LC 7-6 Learns Conversation Structure
Expresses an idea in more than one way	LC 7-2 Develops Expressive Communication
Adjusts communication style to listener (e.g., when talking to a younger child uses simple words)	ATL 1-6 Thinks with Creativity & Flexibility
Uses character voices when retelling a story or event	LC 7-2 Develops Expressive Communication ATL 1-6 Thinks with Creativity & Flexibility
Understands the concept of writing to communicate information or messages (e.g., attempts to write a short phrase or greeting)	LKS 9-1 Develops Emergent Writing
Draws pictures with objects and people to communicate an idea or event, with assistance	CCA 21-1 Explores Art Media
Makes a simple story book using pictures, personal experience or culture and some words, with assistance	LKS 9-1 Develops Emergent Writing CCA 21-1 Explores Art Media
Goal 59: Children comprehend and use the conventions of social communication	
Birth to 18 Months	
Responds when name is called or signed, sometimes	LC 7-6 Learns Conversation Structure
Uses non-verbal gestures for social conventions of greeting (e.g., waves “Bye.”)	SED 5-2 Learns from Adults
Participates in turn-taking during one-on-one communication by making sounds or using words, sometimes	LC 7-6 Learns Conversation Structure
18-36 Months	

Pays attention to speaker for at least a portion of a conversation	LC 7-6 Learns Conversation Structure
Begins to demonstrate turn-taking in play and conversation	LC 7-6 Learns Conversation Structure
Makes a related comment (e.g., adult says, "Here is your water." child says "Cup." or "Water cup.")	LC 7-6 Learns Conversation Structure
Makes a formal verbal or sign request or response (e.g., "May i?" "Please?" "Thank you.")	LC 7-6 Learns Conversation Structure
Follows non-verbal directions (e.g., signal for "Come here.")	LC 7-6 Learns Conversation Structure
36-60 Months	
Pays attention to speaker during conversation	LC 7-6 Learns Conversation Structure
Takes turns during group conversations/discussions, usually	LC 7-6 Learns Conversation Structure
Recognizes rising and falling intonations and what they mean (e.g., difference between a "wh" question and a statement)	LC 7-6 Learns Conversation Structure
Begins to demonstrate understanding of nonverbal cues (e.g., facial expressions for pride, displeasure, encouragement)	LC 7-6 Learns Conversation Structure
Bilingual child adjusts his/her language and communication form according to person with whom he/she is speaking	ATL 1-6 Thinks with Creativity & Flexibility
60 Months to Kindergarten Entry	
Uses language appropriately with different audiences (e.g., uses different words with peers and adults), most of the time	ATL 1-6 Thinks with Creativity & Flexibility
Uses language appropriately depending upon the purpose (e.g., to tell stories, get information, ask for help), most of the time	LC 7-6 Learns Conversation Structure
Adjusts intonation and volume in a variety of settings (e.g., whispers when a baby is sleeping)	LC 7-5 Expands Grammar and Pronunciation
Engages appropriately in communication with peers during play (e.g., talking, listening, gesturing)	LC 7-6 Learns Conversation Structure
Language	
Goal 60: Children use receptive communication skills	
Birth to 18 Months	
Responds to sounds in the environment (e.g., startles or cries if there is an unexpected sound)	LC 7-1 Develops Receptive Communication
Recognizes familiar voice by turning towards speaker	LC 7-1 Develops Receptive Communication
Responds appropriately to familiar words and songs (e.g., "Clap," child claps)	LC 7-1 Develops Receptive Communication
Points to familiar person/s when requested (e.g., "Where is mommy?")	LC 7-4 Expands Vocabulary

Points to objects when named (e.g., “Where is your blanket?”)	LC 7-4 Expands Vocabulary
Has a receptive vocabulary of over fifty words in home language	LC 7-4 Expands Vocabulary
18-36 Months	
Demonstrates understanding of familiar words by responding appropriately	LC 7-4 Expands Vocabulary
Identifies at least three body parts, when requested	LC 7-4 Expands Vocabulary
Identifies some people, objects, and actions by name	LC 7-4 Expands Vocabulary
Responds to directions that include verbs (e.g., run, jump, reach, open)	LC 7-2 Develops Expressive Communication
36-60 Months	
Recognizes and responds to some family and traditional stories and their meanings	LC 7-1 Develops Receptive Communication
Responds appropriately to a request (e.g., “Bring me the green towel.”)	LC 7-1 Develops Receptive Communication
Understands a receptive vocabulary of several hundred words in home language	LC 7-4 Expands Vocabulary
Distinguishes between real and made-up words	LC 7-4 Expands Vocabulary
60 Months to Kindergarten Entry	
Demonstrates understanding of an increasing number of technical and specialized words (e.g., pediatrician is a child’s doctor, elder is an honored person in the child’s family or community)	LC 7-4 Expands Vocabulary
Understands words that mean the same thing (synonyms) and some words that mean the opposite thing (antonyms)	LC 7-4 Expands Vocabulary
Goal 61: Children use expressive communication skills	
Birth to 18 Months	
Makes facial expressions, gestures and changes tones	LC 7-2 Develops Expressive Communication
Coos, making the vowel sounds of the language and then progresses to babbling	LC 7-2 Develops Expressive Communication
Babbles using two-lip sounds such as: “p,” “b,” and, “m” followed by a vowel sound (e.g., “Ba ba ba da da da...”)	LC 7-2 Develops Expressive Communication
Makes sounds or gestures that let others know that he/she is experiencing pleasure or pain or to express needs (e.g., coos and squeals when content)	LC 7-2 Develops Expressive Communication
Uses consistent sound combinations to indicate specific object or person (e.g., “dada” for daddy)	LC 7-2 Develops Expressive Communication
Combines words and gestures (e.g., waves when saying goodbye)	LC 7-2 Develops Expressive Communication

Uses eight to ten understandable words (e.g., “daddy,” “bottle,” “up”) and/or “baby signs” (“more,” “nursing/bottle,” “all done”)	LC 7-2 Develops Expressive Communication
18-36 Months	
Uses new vocabulary in everyday experiences	LC 7-4 Expands Vocabulary
Demonstrates use of an expressive vocabulary of more than one hundred words, or a combination of words and signs, or alternative communication, in home language	LC 7-4 Expands Vocabulary
Uses mostly two- and some three-syllable words	LC 7-4 Expands Vocabulary
Asks others to label unfamiliar objects	LC 7-4 Expands Vocabulary
Uses adjectives in speech (e.g., “red ball”)	LC 7-5 Expands Grammar and Pronunciation
Imitates simple two-word phrase/sentence	LC 7-2 Develops Expressive Communication
36-60 Months	
Uses new vocabulary in spontaneous speech	LC 7-4 Expands Vocabulary
Asks the meaning of unfamiliar words and then experiments with using them	LC 7-4 Expands Vocabulary
Uses words to further describe actions or adjectives (e.g., “running fast” or “playing well”)	LC 7-4 Expands Vocabulary
Uses multiple words to explain ideas (e.g., when talking about primary caregiver says “mother/father” and/or “parent”)	LC 7-4 Expands Vocabulary
Uses words to express emotions (e.g., happy, sad, tired, scared)	LC 7-4 Expands Vocabulary
60 Months to Kindergarten Entry	
Expresses most feelings and emotions	SED 3-1 Expresses Emotion
Names some non-present objects using appropriate words	LC 7-4 Expands Vocabulary
Correctly uses words to indicate understanding	LC 7-4 Expands Vocabulary
Defines words, with assistance (e.g., “Firefighters put out fires.”)	LC 7-4 Expands Vocabulary
Goal 62: Children demonstrate progression in grammar and syntax	
Birth to 18 Months	
Uses single word speech (e.g., one word to communicate message, child says “up.” when wanting to be carried by adult) or beginning sign language and symbols (e.g., “More,” “nurse/bottle,” “All done.”)	LC 7-2 Develops Expressive Communication
Uses some pronouns (e.g., “Mine.”)	LC 7-5 Expands Grammar and Pronunciation
Says short telegraphic sentences (e.g., “Me go,” or “There Mama.”)	LC 7-2 Develops Expressive Communication
18-36 Months	
Uses three- to four-word sentences with noun and verb	LC 7-2 Develops Expressive Communication
Describes a self-made drawing	LC 7-2 Develops Expressive Communication

Uses simple questions in speech, but may not use correct grammar	LC 7-5 Expands Grammar and Pronunciation
Uses plural forms for nouns, sometimes	LC 7-5 Expands Grammar and Pronunciation
Uses negatives (e.g., "I don't want it.") in English or home language	LC 7-5 Expands Grammar and Pronunciation
Uses adjectives in phrases (e.g., big bag, green bear)	LC 7-5 Expands Grammar and Pronunciation
Begins to use complete sentences in conversation with peers during play	LC 7-5 Expands Grammar and Pronunciation
36-60 Months	
Talks in sentences with five to six words to describe people, places, and events	LC 7-2 Develops Expressive Communication
Uses more complex grammar and parts of speech	LC 7-5 Expands Grammar and Pronunciation
Describes a task, project, and/or event sequentially in three or more sentences	LC 7-2 Develops Expressive Communication
Asks questions for information/clarification	LC 7-5 Expands Grammar and Pronunciation
Uses prepositions in everyday language, sometimes needing assistance (e.g., at, in, under)	CM 12-2 Develops Spatial Awareness
60 Months to Kindergarten Entry	
Demonstrates beginning skills in using sentences in a logical sequence	LC 7-5 Expands Grammar and Pronunciation
Uses sentences in home language that show an emergence of grammatical correctness with subject/verb agreement	LC 7-5 Expands Grammar and Pronunciation
Begins to use verb-tense appropriately with regular verbs, usually	LC 7-5 Expands Grammar and Pronunciation
Begins to notice when simple sentences do not make sense, with assistance	LC 7-5 Expands Grammar and Pronunciation
Goal 63: Children demonstrate comprehension and meaning in language	
Birth to 18 Months	
Turns to look at familiar object when it is named	LC 7-4 Expands Vocabulary
Imitates adult actions that go along with simple songs, rhymes and traditional songs (e.g., "row, row, row your boat," "Pinpon," "la Bo")	SED 5-2 Learns from Adults
Follows single-step directions (e.g., "Please bring me the ball.")	LC 7-1 Develops Receptive Communication
18-36 Months	
Follows two-step directions with complex sentence structures (noun + verb + adverb, e.g., "Put dishes away quickly." "Put dishes in the cupboard.")	LC 7-1 Develops Receptive Communication
Answers simple questions	LC 7-6 Learns Conversation Structure
Asks questions that demonstrate knowledge of events or phenomena (e.g., "Why did the boy run away?" "How did the water turn blue?")	LC 7-6 Learns Conversation Structure
36-60 Months	

Follows directions that involve a two- or three-step sequence of actions which may not be related (e.g., "Please pick up your toys and then get your shoes.")	LC 7-1 Develops Receptive Communication
Responds to questions with verbal answers or gestures	LC 7-6 Learns Conversation Structure
Extends/expands the thought or idea expressed by another	LC 7-6 Learns Conversation Structure
Engages in conversation that develops a thought or idea (e.g., tells about a past event)	LC 7-6 Learns Conversation Structure
60 Months to Kindergarten Entry	
Follows two- and three-part directions unfamiliar to the daily routine	LC 7-1 Develops Receptive Communication
Uses and understands complex sentences in home language	LC 7-1 Develops Receptive Communication
Plays with language (e.g., jokes, riddles, words that sound fun together)	LC 7-2 Develops Expressive Communication
Begins to represent a storyline through drawing, acting, or singing, with assistance	CCA 21-1 Explores Art Media
Retells simple stories in sequence in home language	ATL 1-2 Develops Memory LC 7-2 Develops Expressive Communication
Goal 64: Children use language for a variety of purposes	
Birth to 18 Months	
Vocalizes to get attention	LC 7-2 Develops Expressive Communication
Uses a variety of inflections and sounds to express intent (e.g., coos to express happiness)	LC 7-5 Expands Grammar and Pronunciation
Enjoys listening to oral stories in home language	LKS 8-1 Develops Early Literacy
Says single words to express thoughts and ideas (e.g., when child sees the sun, he/she says "sun")	LC 7-2 Develops Expressive Communication
18-36 Months	
Recounts an event, with assistance	LC 7-2 Develops Expressive Communication
Begins to recall parts of a previously heard story	ATL 1-2 Develops Memory
Requests to hear familiar stories, songs and rhymes	LKS 8-1 Develops Early Literacy
Begins to follow the sequence of events in a narrated story	LKS 8-1 Develops Early Literacy
Uses a tape player or CD player to listen to a recorded story, with assistance	LC 7-1 Develops Receptive Communication
36-60 Months	
Recounts some details of a recent event	ATL 1-2 Develops Memory
Tells a short make-believe story, with assistance	LC 7-2 Develops Expressive Communication
Uses oral language to communicate a message	LC 7-2 Develops Expressive Communication
Participates in conversations about a variety of topics	LC 7-6 Learns Conversation Structure
Mimics animal sounds	LC 7-2 Develops Expressive Communication

Uses terms like auntie, grandpa, or terms in home language when talking to or about family members	LC 7-4 Expands Vocabulary
60 Months to Kindergarten Entry	
Describes the details of a recent event or occurrence	LC 7-4 Expands Vocabulary
Tells stories with descriptions of characters and events	LC 7-2 Develops Expressive Communication
Uses oral language to express emotions and thoughts	SED 3-1 Expresses Emotion
Enjoys listening to stories from diverse cultures	SS 16-1 Explores Cultures
Enjoys making up stories	LC 7-2 Develops Expressive Communication ATL 1-6 Thinks with Creativity & Flexibility
Tells jokes to elicit others' laughter	LC 7-2 Develops Expressive Communication ATL 1-6 Thinks with Creativity & Flexibility
Creates made-up words	ATL 1-6 Thinks with Creativity & Flexibility
Literacy	
Goal 65: Children demonstrate phonological awareness	
Birth to 18 Months	
Shows beginning sound awareness by reacting differently to different sounds	LC 7-3 Develops Phonemic Awareness
Imitates vocalizations and sounds	LC 7-3 Develops Phonemic Awareness
Vocalizes familiar words when read to	LC 7-3 Develops Phonemic Awareness
Recites last word of familiar rhymes, with assistance	LC 7-3 Develops Phonemic Awareness
18-36 Months	
Recites phrases from familiar rhymes	LC 7-3 Develops Phonemic Awareness
Completes a familiar rhyme by providing the last word	LC 7-3 Develops Phonemic Awareness
Participates in rhyming games and songs with other children	LC 7-3 Develops Phonemic Awareness
Imitates tempo and speed of sound (e.g., clapping hands fast and clapping hands slowly, speaking fast and speaking slowly)	LC 7-3 Develops Phonemic Awareness
36-60 Months	
Participates in and creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language)	LC 7-3 Develops Phonemic Awareness
Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound)	LC 7-3 Develops Phonemic Awareness
Makes three or more letter-sound correspondences (e.g., identifies that "David," "day," and "dog" all begin with "d")	LC 7-3 Develops Phonemic Awareness
Finds objects in a picture with the same beginning sound, with assistance	LC 7-3 Develops Phonemic Awareness

Differentiates between similar-sounding words (e.g., “three” and “tree”)	LC 7-3 Develops Phonemic Awareness
60 Months to Kindergarten Entry	
Matches picture with articulated initial letter sound (e.g., matches the picture of a dog with the sound /d/)	LC 7-3 Develops Phonemic Awareness
Begins to recognize vowel sounds, with assistance	LC 7-3 Develops Phonemic Awareness
Begins to blend individual letter sounds to make a new word, with assistance (e.g., “/b/ /a/ //... what’s the word? Ball”)	LC 7-3 Develops Phonemic Awareness
Recognizes which segment of a word is left off when spoken aloud, with assistance, (e.g., “picture,” and can recognize the /p/ is left off when “icture” is said)	LC 7-3 Develops Phonemic Awareness
Creates a familiar word when given a word and a new beginning sound (e.g., “man” and new beginning sound /f/ creates “fan”)	LC 7-3 Develops Phonemic Awareness
Divides words into syllables with assistance	LC 7-3 Develops Phonemic Awareness
Begins to create and invent words by substituting one sound for another (e.g., “Bandaid/dambaidd”)	LC 7-3 Develops Phonemic Awareness
Goal 66: Children demonstrate awareness of letters and symbols	
Birth to 18 Months	
Shows increasing awareness of sounds of spoken words by focusing on the speaker	LC 7-3 Develops Phonemic Awareness
Imitates sounds when looking at words in a book	LKS 8-1 Develops Early Literacy
Points to words in a book	LKS 8-1 Develops Early Literacy
18-36 Months	
Uses symbols or pictures to represent oral language	LKS 8-3 Develops Emergent Reading
Recites a song with the letters of the alphabet, with assistance (e.g., an alphabet song or recitation)	LKS 8-2 Develops Alphabetic Knowledge
Begins to understand that print represents words (e.g., pretends to read text)	LKS 8-3 Develops Emergent Reading
36-60 Months	
Recites letters of the alphabet in home language	LKS 8-2 Develops Alphabetic Knowledge
Knows that alphabet letters are a special category of symbols/pictures that can be individually named	LKS 8-2 Develops Alphabetic Knowledge
Associates the names of letters with their shapes	LKS 8-2 Develops Alphabetic Knowledge
Correctly identifies ten or more letters of the alphabet	LKS 8-2 Develops Alphabetic Knowledge
60 Months to Kindergarten Entry	
Demonstrates understanding that letters have a name and a sound	LKS 8-2 Develops Alphabetic Knowledge

Makes many letter/sound matches	LKS 8-2 Develops Alphabetic Knowledge
Identifies a letter for a given letter name, for most letters	LKS 8-2 Develops Alphabetic Knowledge
Goal 67: Children demonstrate awareness of print concepts	
Birth to 18 Months	
Explores physical features of books (e.g., chews on cloth books)	LKS 8-1 Develops Early Literacy
Pays attention to pictures in books	LKS 8-1 Develops Early Literacy
Shows increasing ability to handle books, without assistance	LKS 8-1 Develops Early Literacy
Knows how to turn pages	LKS 8-1 Develops Early Literacy
Uses interactive books, with assistance	LKS 8-1 Develops Early Literacy
Attempts to position pictures in book right side up	LKS 8-1 Develops Early Literacy
18-36 Months	
Knows the right side up of a book	LKS 8-1 Develops Early Literacy
Turns pages, usually a single page at a time	LKS 8-1 Develops Early Literacy
36-60 Months	
Knows first and last page of a book	LKS 8-1 Develops Early Literacy
Identifies some individual letters in text	LKS 8-2 Develops Alphabetic Knowledge
Shows understanding that letters make up words	LKS 8-3 Develops Emergent Reading
Identifies words that look similar and different, with assistance	LKS 8-3 Develops Emergent Reading
Begins to understand that print progresses from left to right (Exceptions are Arabic, Chinese, and Japanese text, etc.)	LKS 8-3 Develops Emergent Reading
Recognizes some signs and symbols in environment (e.g., stop signs)	LKS 8-3 Develops Emergent Reading
60 Months to Kindergarten Entry	
Demonstrates how to follow text in proper order on a written page while reading or following along (e.g., for English, left to right and top to bottom)	LKS 8-3 Develops Emergent Reading
Recognizes difference between letters and numerals	LKS 8-2 Develops Alphabetic Knowledge CM 10-4 Reads and Writes Numbers
Identifies letters in first name	LKS 8-2 Develops Alphabetic Knowledge
Points to title of book when asked	LKS 8-1 Develops Early Literacy
Reads familiar sight words (e.g., names on cereal boxes)	LKS 8-3 Develops Emergent Reading
Reads own first name and those of some peers	LKS 8-3 Develops Emergent Reading
Reads some environmental print (e.g., bus)	LKS 8-3 Develops Emergent Reading
Recognizes when something is written in his/her home language, sometimes	LKS 8-3 Develops Emergent Reading
Goal 68: Children demonstrate comprehension of printed material and oral stories	
Birth to 18 Months	
Points or makes sounds when looking at picture books	LKS 8-1 Develops Early Literacy

Points to familiar pictures, characters, and objects in books	LKS 8-1 Develops Early Literacy
Identifies familiar people and objects in photographs	LKS 8-1 Develops Early Literacy
Focuses attention on simple picture books	LKS 8-1 Develops Early Literacy
18-36 Months	
Uses words for pictures	LKS 8-1 Develops Early Literacy
Uses pictures to describe actions (e.g., picture of person running, child says “run”)	LC 7-4 Expands Vocabulary
Recites familiar words in a book when read to	LKS 8-1 Develops Early Literacy
Recalls specific characters or actions from familiar stories	ATL 1-2 Develops Memory
Produces a multiple-word response to printed materials	LKS 8-1 Develops Early Literacy
Anticipates what comes next in known stories, with assistance (e.g., anticipates the next animal in an animal concept book)	CS 14-2 Makes Predictions
36-60 Months	
Uses pictures to predict a story	CS 14-2 Makes Predictions
Matches pictures with spoken word in home language	LC 7-4 Expands Vocabulary
Recognizes own name when spelled out in letters	LKS 8-3 Develops Emergent Reading
Recites some words in familiar books from memory	LKS 8-1 Develops Early Literacy
Fills in missing information in a familiar story	LKS 8-1 Develops Early Literacy
Identifies major characters in story	LKS 8-1 Develops Early Literacy
Begins to understand the sequence of a story (e.g., beginning, middle, and end)	LKS 8-1 Develops Early Literacy
Makes up an ending for a story	LKS 8-1 Develops Early Literacy
Pretends to read a familiar book	LKS 8-1 Develops Early Literacy
60 Months to Kindergarten Entry	
Knows that print conveys meaning	LKS 8-3 Develops Emergent Reading
Compares stories with real life	LKS 8-1 Develops Early Literacy
Uses pictures to infer or predict meaning in text read aloud and/or shared with others	LKS 8-1 Develops Early Literacy
Uses strategies such as questioning or predicting to comprehend printed material	LKS 8-1 Develops Early Literacy
Recalls a story with some level of detail pertaining to characters and setting	ATL 1-2 Develops Memory
Goal 69: Children demonstrate awareness that written materials can be used for a variety of purposes	
Birth to 18 Months	
Enjoys books about daily routines (e.g., eating, toileting)	LKS 8-1 Develops Early Literacy
Purposefully uses pop-up and interactive books	LKS 8-1 Develops Early Literacy
18-36 Months	

Enjoys books about different things (e.g., books about animals, occupations)	LKS 8-1 Develops Early Literacy
Responds to emotional expressions in a book (e.g., points to a happy face)	LKS 8-1 Develops Early Literacy
Recognizes print in the neighborhood, community, and environment (e.g., stop signs, store signs)	LKS 8-3 Develops Emergent Reading
36-60 Months	
Identifies a variety of printed materials (e.g., books, newspapers, cereal boxes)	LKS 8-1 Develops Early Literacy
Imitates common reading activities appropriately in play (e.g., pretends to use directions while putting something together)	LKS 8-1 Develops Early Literacy
Uses signs in the environment for information (e.g., in a tall building, points to the elevator button)	LKS 8-3 Develops Emergent Reading
60 Months to Kindergarten Entry	
Uses picture clues for information (e.g., attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news)	LKS 8-1 Develops Early Literacy
Recognizes function of common labels in the environment (e.g., restroom sign)	LKS 8-3 Develops Emergent Reading
Uses a simple cookbook, map, or similar printed material, with assistance	LKS 8-3 Develops Emergent Reading
Goal 70: Children demonstrate appreciation and enjoyment of reading	
Birth to 18 Months	
Enjoys being held and being read to by caregiver	LKS 8-1 Develops Early Literacy
Explores books (e.g., fingers through pages)	LKS 8-1 Develops Early Literacy
Enjoys touching and carrying books	LKS 8-1 Develops Early Literacy
Brings book to adult to read	LKS 8-1 Develops Early Literacy
Shows preference for certain books	LKS 8-1 Develops Early Literacy
Focuses attention for short periods of time when looking at books	LKS 8-1 Develops Early Literacy
Shows pleasure when read to (e.g., smiles, vocalizes)	LKS 8-1 Develops Early Literacy
18-36 Months	
Asks to be read to	LKS 8-1 Develops Early Literacy
Requests favorite book to be read repeatedly	LKS 8-1 Develops Early Literacy
Looks at books, magazines, and other printed matter without assistance	LKS 8-1 Develops Early Literacy
Looks through books and other printed matter as though reading	LKS 8-1 Develops Early Literacy
Memorizes phrases from favorite books	LKS 8-1 Develops Early Literacy
Makes comments on book	LKS 8-1 Develops Early Literacy
Uses books during play	LKS 8-1 Develops Early Literacy

Selects books and magazines when asked to select favorite objects/toys	LKS 8-1 Develops Early Literacy
36-60 Months	
Expresses the title of a favorite book	LKS 8-1 Develops Early Literacy
Gives opinion on books in terms of sections liked and enjoyed	LKS 8-1 Develops Early Literacy
Enjoys a variety of genres (e.g., poetry, folk/ fairy tales, concept books, magazines)	LKS 8-1 Develops Early Literacy
60 Months to Kindergarten Entry	
Enjoys "how-to" books, non-fiction, and reference books	LKS 8-1 Develops Early Literacy
Shares and talks about books with peers	LKS 8-1 Develops Early Literacy
Looks for books of interest	LKS 8-1 Develops Early Literacy
Shows interest in learning to read and makes attempts at 'reading' favorite books aloud	LKS 8-1 Develops Early Literacy
Sits through entire picture book read aloud without disrupting	LKS 8-1 Develops Early Literacy
Has a favorite author/illustrator or series of books by same author	LKS 8-1 Develops Early Literacy
"Reads" books by repeating the story he/she has heard an adult tell or by "reading" the pictures	LKS 8-1 Develops Early Literacy
Goal 71: Children demonstrate knowledge of letters and symbols (Alphabet knowledge)	
Birth to 18 Months	
Focuses on marks on paper	LKS 8-1 Develops Early Literacy
Makes marks on paper	LKS 9-1 Develops Emergent Writing
Points to words in a book	LKS 8-1 Develops Early Literacy
Imitates other person's words, drawings, or scribbles by making own marks or scribbles	LKS 9-1 Develops Emergent Writing
18-36 Months	
Notices both words and pictures on a page	LKS 8-1 Develops Early Literacy
Labels pictures using scribble writing	LKS 9-1 Develops Emergent Writing
Uses symbols or pictures as representation of oral language	LKS 9-1 Develops Emergent Writing
Demonstrates an understanding by pointing randomly to text while it is being read out loud that we hear and see words (e.g., a spoken word is also represented in print)	LKS 8-1 Develops Early Literacy
36-60 Months	
Knows the difference between printed letters and drawings	LKS 8-2 Develops Alphabetic Knowledge
Attempts to copy one or more letters of the alphabet	LKS 9-1 Develops Emergent Writing
Labels pictures using letter-like marks	LKS 9-1 Develops Emergent Writing
Knows that alphabet letters are a special category of graphics that can be individually named	LKS 8-2 Develops Alphabetic Knowledge

Identifies letters to match the said-aloud letter name	LKS 8-2 Develops Alphabetic Knowledge
Works at writing own name	LKS 9-1 Develops Emergent Writing
Shows awareness of the difference between own writing and conventional print	LKS 8-3 Develops Emergent Reading
Shows awareness of two different writing systems (especially appropriate for English Language Learner)	LKS 8-2 Develops Alphabetic Knowledge LKS 8-3 Develops Emergent Reading
60 Months to Kindergarten Entry	
Recognizes several upper case and lower case letters	LKS 8-2 Develops Alphabetic Knowledge
Prints some alphabet letters for given letter names	LKS 9-1 Develops Emergent Writing
Writes some upper case and lower case letters, without assistance	LKS 9-1 Develops Emergent Writing
Writes first names of others or some simple words	LKS 9-1 Develops Emergent Writing
Writes some simple words on paper after adult segments words into individual sounds out loud (e.g., /c/ /l/ /a/ /p/ = clap)	LKS 9-1 Develops Emergent Writing
Recognizes initial letters in their names and titles of books	LKS 8-2 Develops Alphabetic Knowledge
Goal 72: Children use writing skills and demonstrate knowledge of writing conventions	
Birth to 18 Months	
Makes imprints on paper using finger paints	CCA 21-1 Explores Art Media
Experiments with grasp when using a variety of writing tools (e.g., crayon, paint brush)	LKS 9-1 Develops Emergent Writing
Grasps marker or crayon with his/her fist and makes marks on paper without regard to location	LKS 9-1 Develops Emergent Writing
Scribbles on paper spontaneously	LKS 9-1 Develops Emergent Writing
Makes strokes on paper with paint brush	LKS 9-1 Develops Emergent Writing
Picks up small writing tools (e.g., thin crayons) using finger and thumb (pincer) grasp but possibly without control or pressure on paper	LKS 9-1 Develops Emergent Writing
18-36 Months	
Scribbles and makes marks on paper purposefully	LKS 9-1 Develops Emergent Writing
Names scribbles (e.g., tells others what scribbles mean)	LKS 9-1 Develops Emergent Writing
Draws horizontal and vertical lines	LKS 9-1 Develops Emergent Writing
Uses a variety of writing tools (e.g., pencil, marker, paint brush)	LKS 9-1 Develops Emergent Writing
Paints using whole arm to make strokes	LKS 9-1 Develops Emergent Writing
Adjusts body position to enable writing/ drawing on paper	LKS 9-1 Develops Emergent Writing
Pretends to write on paper without regard to location or direction	LKS 9-1 Develops Emergent Writing
36-60 Months	

Writes some letters or numerals	LKS 9-1 Develops Emergent Writing CM 10-4 Reads and Writes Numbers
Prints or copies first name	LKS 9-1 Develops Emergent Writing
Attempts to copy words from print	LKS 9-1 Develops Emergent Writing
Draws basic geometric shapes (e.g., circle, triangle)	LKS 9-1 Develops Emergent Writing
Uses pretend writing activities during play to show print conventions in home language	LKS 9-1 Develops Emergent Writing
Adjusts paper position when writing	LKS 9-1 Develops Emergent Writing
60 Months to Kindergarten Entry	
Uses multiple writing tools (e.g., paint, crayons, pencils, pens) to create a picture	LKS 9-1 Develops Emergent Writing
Adjusts grasp to size of writing tool	LKS 9-1 Develops Emergent Writing
Shows beginning knowledge of punctuation marks (e.g., period at the end of a sentence)	LKS 9-1 Develops Emergent Writing
May use an initial letter to represent an entire word	LKS 9-1 Develops Emergent Writing
Goal 73: Children use writing for a variety of purposes	
Birth to 18 Months	
Makes marks on paper and shows to others	LKS 9-1 Develops Emergent Writing
Makes marks with fingers (e.g., in food, dirt, or sand)	LKS 9-1 Develops Emergent Writing
18-36 Months	
Uses scribbles and pictures to make lists, letters, and stories	LKS 9-1 Develops Emergent Writing
Recognizes some environmental print/ symbols (e.g., stop sign)	LKS 8-3 Develops Emergent Reading
Asks adult to label pictures that he/she has drawn	LKS 9-1 Develops Emergent Writing
Makes cards to give peers and significant adults, with assistance	LKS 9-1 Develops Emergent Writing
36-60 Months	
Uses letter-like symbols to make lists, letters, and stories	LKS 9-1 Develops Emergent Writing
Copies some environmental print/symbols	LKS 9-1 Develops Emergent Writing
Uses letter-like symbols to express an idea	LKS 9-1 Develops Emergent Writing
Talks out loud about creative ideas and stories and asks adult to write them out	LC 7-2 Develops Expressive Communication
Asks adult to write out rhymes to make a simple poem	LC 7-2 Develops Expressive Communication
60 Months to Kindergarten Entry	
Imitates common writing activities in play (e.g., letters, cards, newspaper)	LKS 9-1 Develops Emergent Writing
Writes simple expressions in greeting cards and letters (e.g., Hi, Hola, Waqaa)	LKS 9-1 Develops Emergent Writing

Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story	ATL 1-6 Thinks with Creativity & Flexibility LKS 9-1 Develops Emergent Writing
English Language Learners	
Goal 74: Children demonstrate competency in home language while acquiring beginning proficiency in English	
Birth to 18 Months	
Responds to familiar words in home language (e.g., “clap”– the child claps) and attends to sounds in English (e.g., “clap”– looks towards speaker)	LC 7-1 Develops Receptive Communication
Uses eight to ten understandable words in home language and may not possess any words in English	LC 7-4 Expands Vocabulary
Communicates needs through single-word speech in home language and through facial expression, gestures, or actions (e.g., points to object desired) if attempting to communicate in English	LC 7-2 Develops Expressive Communication
18-36 Months	
Follows simple verbal direction in home language and attempts to make sense of direction given in English when accompanied by a non-verbal gesture (e.g., signal for come here)	LC 7-1 Develops Receptive Communication
Uses sounds from home language when speaking in English (e.g., Spanish “v” may be pronounced like “b” so Spanish speaking child might say “bery” for “very”)	LC 7-5 Expands Grammar and Pronunciation
Has a larger vocabulary in home language and is beginning to acquire an English vocabulary	LC 7-4 Expands Vocabulary
Recalls words from simple songs in home language and recognizes words from songs in English	LC 7-3 Develops Phonemic Awareness LC 7-4 Expands Vocabulary
Asks simple questions in home language; uses gestures or single words to ask questions in English	LC 7-2 Develops Expressive Communication
Inserts words from home language while speaking in English, sometimes	LC 7-2 Develops Expressive Communication
36-60 Months	
Demonstrates understanding that there are languages other than his/her home language (e.g., identifies sentence spoken in home language in comparison to one spoken in English)	SS 16-1 Explores Cultures
Relies on non-verbal cues to communicate in English, but does not rely on non-verbal cues to communicate in home language	LC 7-2 Develops Expressive Communication

Focuses on the meaning of words rather than grammar in acquiring spoken English language competency	LC 7-4 Expands Vocabulary
Follows linguistic rules of home language and constructs own rules for English	LC 7-5 Expands Grammar and Pronunciation
Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate	LC 7-2 Develops Expressive Communication
Bilingual child adjusts language and communication form used according to person with whom he/she is speaking	ATL 1-6 Thinks with Creativity & Flexibility
60 Months to Kindergarten Entry	
Follows multi-step directions in home language and single-step directions in English	LC 7-1 Develops Receptive Communication
Demonstrates understanding of words used in home language that are different from English	LC 7-4 Expands Vocabulary
Makes consistent grammatical errors in English (e.g., mans for men)	LC 7-5 Expands Grammar and Pronunciation
Re-tells a simple story told in home language but may only be able to re-tell a few words from a story told in English	LC 7-2 Develops Expressive Communication
Begins to understand that non-family adults and peers may not understand home language	ATL 1-6 Thinks with Creativity & Flexibility
Chooses language (home or English) and/or non-verbal gestures to communicate according to audience, purpose, and setting	ATL 1-6 Thinks with Creativity & Flexibility

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