

# 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:  
**Arkansas Child Development and Early  
Learning Standards: Birth through 60 Months**

## References



Arkansas Division of Child Care and Early Childhood Education,  
Arkansas Head Start State Collaboration Office. (2016).  
Retrieved from [https://www.arheadstart.org/Ark\\_Early\\_Learning\\_Standards%20\(19\)%20\(1\).pdf](https://www.arheadstart.org/Ark_Early_Learning_Standards%20(19)%20(1).pdf)

Arkansas Child Development and Early Learning Standards	
<b>Social and Emotional Development</b>	
<b>Relationships with Others</b> - Forms trusting relationships with nurturing adults.	
<b>Birth-8 months</b>	
Engages in back-and-forth interactions with familiar adults (e.g., peek-a-boo, makes vocalizations in response to adult interaction, imitates facial expressions or sounds)	<b>SED 5-1 Bonds with Adults</b>
Communicates needs to familiar adults through a variety of behaviors ranging from crying, looking at object of interest and back at caregiver, smiling, pointing, dropping or banging objects, to leading adult by the hand	<b>SED 5-1 Bonds with Adults</b>
Forms strong emotional bonds (attachment) with one or more caregivers (e.g., shows preference for familiar adults, demonstrates pleasure during caregiver interactions, is soothed by caregiver)	<b>SED 5-1 Bonds with Adults</b>
<b>9-18 months</b>	
Engages in back-and-forth interactions with familiar adults (e.g., peek-a-boo, makes vocalizations in response to adult interaction, imitates facial expressions or sounds)	<b>SED 5-1 Bonds with Adults</b>
Communicates needs to familiar adults through a variety of behaviors ranging from crying, looking at object of interest and back at caregiver, smiling, pointing, dropping or banging objects, to leading adult by the hand	<b>SED 5-1 Bonds with Adults</b>
Forms strong emotional bonds (attachment) with one or more caregivers (e.g., shows preference for familiar adults, demonstrates pleasure during caregiver interactions, is soothed by caregiver)	<b>SED 5-1 Bonds with Adults</b>
Looks to particular people for security, comfort, and protection and shows distress or uneasiness when separated from a special person	<b>SED 5-1 Bonds with Adults</b>

(separation anxiety) or when encountering strangers (stranger anxiety)	
Explores the environment while regularly checking in (visually or physically) with trusted adults and seeks these adults when experiencing stress or uncertainty	<b>SED 5-1 Bonds with Adults</b>
<b>19-36 months</b>	
Participates in longer back-and-forth interactions with adults to share experiences; imitates adults' actions; communicates ideas; seeks assistance; and engages in role play, games, or other activities	<b>SED 5-1 Bonds with Adults</b>
Looks to particular people for security, comfort, and protection and shows distress or uneasiness when separated from a special person (separation anxiety) or when encountering strangers (stranger anxiety)	<b>SED 5-1 Bonds with Adults</b>
Explores the environment while regularly checking in (visually or physically) with trusted adults and seeks these adults when experiencing stress or uncertainty	<b>SED 5-1 Bonds with Adults</b>
<b>37-48 Months</b>	
Participates in longer back-and-forth interactions with adults to share experiences; imitates adults' actions; communicates ideas; seeks assistance; and engages in role play, games, or other activities	<b>SED 5-1 Bonds with Adults</b>
Takes greater initiative in social interactions and begins to show interest in familiar adults' feelings, preferences, and well-being	<b>SED 5-1 Bonds with Adults</b>
Separates from primary caregivers with minimal distress when with other familiar and trusted adults*	<b>SED 5-1 Bonds with Adults</b>
<b>49-60 Months</b>	
Takes greater initiative in social interactions and begins to show interest in familiar adults' feelings, preferences, and well-being	<b>SED 5-1 Bonds with Adults</b>

Separates from primary caregivers with minimal distress when with other familiar and trusted adults*	<b>SED 5-1 Bonds with Adults</b>
--	----------------------------------

\*Children's ability to separate from caregivers may depend upon their previous experiences and personal characteristics. Children who have not experienced significant time away from their primary caregivers (e.g., in an early care and education setting) or who are generally more cautious may need additional time to adjust to being away from their primary caregivers and form secure relationships with other adults.

<b>Relationships with Others -</b> Interacts with peers.	
<b>Birth-8 months</b>	
Shows interest in peers (e.g., watches other children, reaches out to touch them, imitates sounds or actions) with increasing participation in simple, brief back-and-forth interactions with peers	<b>SED 6-1 Builds Empathy</b>
<b>9-18 months</b>	
Shows interest in peers (e.g., watches other children, reaches out to touch them, imitates sounds or actions) with increasing participation in simple, brief back-and-forth interactions with peers	<b>SED 6-1 Builds Empathy</b>
Begins to engage in parallel play (playing next to but not directly involved in another child's play)	<b>SED 6-2 Bonds with Peers</b>
<b>19-36 months</b>	
Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time	<b>SED 6-2 Bonds with Peers</b>
Begins to engage in parallel play (playing next to but not directly involved in another child's play)	<b>SED 6-2 Bonds with Peers</b>
Participates in associative play (playing independently but engaging in the same activity as other children, sometimes interacting through talking or sharing toys)	<b>SED 6-2 Bonds with Peers</b>
<b>37-48 months</b>	
Shows preferences for certain playmates and develops friendships with a small group of children that are	<b>SED 6-3 Bonds with Peers</b>

more reciprocal, exclusive, and enduring over time	
Participates in associative play (playing independently but engaging in the same activity as other children, sometimes interacting through talking or sharing toys)	<b>SED 6-3 Bonds with Peers</b>
Engages in cooperative play with peers (communicates and collaborates with other children in role play or to achieve a goal)	<b>SED 6-3 Bonds with Peers</b>
Shows increasing understanding and demonstration of social skills such as turn-taking, initiating and joining in group play situations, and solving social conflict with adult guidance	<b>SED 6-3 Bonds with Peers</b>
<b>49-60 months</b>	
Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time	<b>SED 6-3 Bonds with Peers</b>
Engages in cooperative play with peers (communicates and collaborates with other children in role play or to achieve a goal)	<b>SED 6-3 Bonds with Peers</b>
Shows increasing understanding and demonstration of social skills such as turn-taking, initiating and joining in group play situations, and solving social conflict with adult guidance	<b>SED 6-3 Bonds with Peers</b>

<b>Emotional Expression and Understanding</b> - Experiences, expresses, and regulates a range of emotions	
<b>Birth-8 months</b>	
Expresses a range of basic emotions (e.g., joy, sadness, contentment, distress, interest, disgust, surprise, anger, fear) through facial expressions, gestures, and sounds	<b>SED 3-1 Expresses Emotion</b>
Uses adult support to calm self (e.g., relaxes when picked up and held by a familiar adult) and demonstrates some self-soothing behaviors (e.g.,	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>

thumb/fist sucking, rocking, turning away from source of overstimulation	
<b>9-18 months</b>	
Expresses a range of basic emotions (e.g., joy, sadness, contentment, distress, interest, disgust, surprise, anger, fear) through facial expressions, gestures, and sounds	<b>SED 3-1 Expresses Emotion</b>
Uses adult support to calm self (e.g., relaxes when picked up and held by a familiar adult) and demonstrates some self-soothing behaviors (e.g., thumb/fist sucking, rocking, turning away from source of overstimulation)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Comforts self by seeking a special toy, object, or caregiver when upset	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>19-36 months</b>	
Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others	<b>SED 3-1 Expresses Emotion</b>
Comforts self by seeking a special toy, object, or caregiver when upset	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>37-48 months</b>	
Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others	<b>SED 3-1 Expresses Emotion</b>
Shows increasing ability to constructively express emotions or alter emotional expression based on social context and cultural norms*	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Uses an expanding range of self-regulation strategies with support and modeling (e.g., taking deep breaths and relaxing muscles, verbal reasoning or reframing of the situation, seeking quiet alone time)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>

<b>49-60 months</b>	
Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others	<b>SED 3-1 Expresses Emotion</b>
Shows increasing ability to constructively express emotions or alter emotional expression based on social context and cultural norms*	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Uses an expanding range of self-regulation strategies with support and modeling (e.g., taking deep breaths and relaxing muscles, verbal reasoning or reframing of the situation, seeking quiet alone time)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>

\*Children's expressive behavior will depend in part on their culture's emotion display rules (the social norms that specify when, where, and how it is appropriate to express emotion). For example, some cultures and families emphasize maximizing positive emotions, whereas some other cultures place greater value on appearing calm rather than happy or excited. Some cultures and families also tend to encourage minimizing negative emotions, although others emphasize experiencing a balance between positive and negative emotions.

<b>Emotional Expression and Understanding</b> - Interprets and responds to the feelings of others	
<b>Birth-8 months</b>	
Reacts to and takes cues from others' emotional expressions (e.g., cries when hears other children crying, smiles when someone laughs, stops an action when sees a worried or alarmed expression on caregiver's or peer's face)	<b>SED 6-1 Builds Empathy</b>
<b>9-18 months</b>	
Demonstrates interest or concern when others are hurt or in distress and may try to comfort or assist; at times actions may not always match needs of person (e.g., may bring stuffed animal to adult who has headache)	<b>SED 6-1 Builds Empathy</b>
Reacts to and takes cues from others' emotional expressions (e.g.,	<b>SED 6-1 Builds Empathy</b>

cries when hears other children crying, smiles when someone laughs, stops an action when sees a worried or alarmed expression on caregiver's or peer's face)	
<b>19-36 months</b>	
Demonstrates interest or concern when others are hurt or in distress and may try to comfort or assist; at times actions may not always match needs of person (e.g., may bring stuffed animal to adult who has headache)	<b>SED 6-1 Builds Empathy</b>
Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision	<b>SED 6-1 Builds Empathy</b>
Demonstrates interest or concern when others are hurt or in distress and may try to comfort or assist; at times actions may not always match needs of person (e.g., may bring stuffed animal to adult who has headache)	<b>SED 6-1 Builds Empathy</b>
<b>37-48 months</b>	
Responds sympathetically to others' distress with increased initiative and understanding that each person has their own specific needs (e.g., gets a peer's blanket from their cubby when child notices peer is sad)	<b>SED 6-1 Builds Empathy</b>
Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision	<b>SED 6-1 Builds Empathy</b>
Makes predictions and identifies causes and consequences of others' emotional reactions with increasing accuracy (e.g., says, "I think the bears will feel scared when they find Goldilocks in their house"; "When I get home from school my little sister is so excited to see me she jumps up and down")	<b>SED 6-1 Builds Empathy</b>

<b>49-60 months</b>	
Responds sympathetically to others' distress with increased initiative and understanding that each person has their own specific needs (e.g., gets a peer's blanket from their cubby when child notices peer is sad)	<b>SED 6-1 Builds Empathy</b>
Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision	<b>SED 6-1 Builds Empathy</b>
Makes predictions and identifies causes and consequences of others' emotional reactions with increasing accuracy (e.g., says, "I think the bears will feel scared when they find Goldilocks in their house"; "When I get home from school my little sister is so excited to see me she jumps up and down")	<b>SED 6-1 Builds Empathy</b>

<b>Self-Awareness and Self-Concept -</b> Shows awareness of self as unique individual	
<b>Birth-8 months</b>	
Develops beginning self awareness (e.g., explores own hands and feet, responds to name)	<b>SED 4-1 Develops Awareness of Self</b>
<b>9-18 months</b>	
Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked)	<b>SED 4-1 Develops Awareness of Self</b>
Shows preferences for specific people, books, toys, food, and activities and indicates dislike or unwillingness by communicating "no" (verbally, signing, shaking head)	<b>SED 4-1 Develops Awareness of Self</b>
<b>19-36 months</b>	
Uses first-person pronouns (e.g., me, I) and own name to refer to themselves and shows growing understanding of "mine" and "not mine"	<b>LC 7-2 Develops Receptive Communication</b>

Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked)	<b>SED 4-1 Develops Awareness of Self</b>
Recognizes similarities and differences in their own and others' personal characteristics (e.g., communicates that a peers' hair color is different than their own, labels self as boy or girl)	<b>SED 4-1 Develops Awareness of Self</b>
Shows preferences for specific people, books, toys, food, and activities and indicates dislike or unwillingness by communicating "no" (verbally, signing, shaking head)	<b>SED 4-1 Develops Awareness of Self</b>
Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., "I don't like bananas" and later, "I like carrots because they're crunchy.")	<b>LC 7-5 Expands Grammar and Pronunciation</b>
<b>37-48 months</b>	
Uses first-person pronouns (e.g., me, I) and own name to refer to themselves and shows growing understanding of "mine" and "not mine"	<b>SED 4-1 Develops Awareness of Self</b>
Recognizes similarities and differences in their own and others' personal characteristics (e.g., communicates that a peers' hair color is different than their own, labels self as boy or girl)	<b>SED 4-1 Develops Awareness of Self</b>
Shows increased understanding that others have different interests, thoughts, beliefs, ideas, feelings, and abilities and differentiates themselves from others (e.g., "I'm a fast runner," "No one else in my family likes fish, but I do")	<b>SED 4-1 Develops Awareness of Self</b>
Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., "I don't like bananas" and later,	<b>SED 4-1 Develops Awareness of Self</b>

"I like carrots because they're crunchy."	
<b>49-60 months</b>	
Shows increased understanding that others have different interests, thoughts, beliefs, ideas, feelings, and abilities and differentiates themselves from others (e.g., "I'm a fast runner," "No one else in my family likes fish, but I do")	<b>SED 4-1 Develops Awareness of Self</b>
Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., "I don't like bananas" and later, "I like carrots because they're crunchy.")	<b>SED 4-1 Develops Awareness of Self</b>

\*Children may show variation in these skills based on whether independence or interdependence is valued in their family and culture

<b>Self-Awareness and Self-Concept - Demonstrates competence and confidence</b>	
<b>Birth-8 months</b>	
Experiments with ability to influence surroundings and behavior of others (e.g., shows pleasure and curiosity in making toys produce noise; repeats actions or sounds that receive attention)	<b>SED 4-2 Becomes Confident</b>
<b>9-18 months</b>	
Experiments with ability to influence surroundings and behavior of others (e.g., shows pleasure and curiosity in making toys produce noise; repeats actions or sounds that receive attention)	<b>SED 4-2 Becomes Confident</b>
Alternates between doing things independently and wanting help or comfort	<b>SED 4-2 Becomes Confident</b>
<b>19-36 months</b>	
Alternates between doing things independently and wanting help or comfort	<b>SED 4-2 Becomes Confident</b>
Shows increasing confidence and competence in growing abilities by attempting to perform self-care	<b>SED 4-2 Becomes Confident</b>

activities without adult assistance (e.g., dressing self, pouring own juice)* and by selecting more challenging activities (e.g., choosing more difficult puzzles)	
<b>37-48 months</b>	
Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice)* and by selecting more challenging activities (e.g., choosing more difficult puzzles)	<b>SED 4-2 Becomes Confident</b>
Describes own physical characteristics, behavior, abilities, gender, and ethnic identity positively	<b>SED 4-2 Becomes Confident</b>
<b>49-60 months</b>	
Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice)* and by selecting more challenging activities (e.g., choosing more difficult puzzles)	<b>SED 4-2 Becomes Confident</b>
Describes own physical characteristics, behavior, abilities, gender, and ethnic identity positively	<b>SED 4-2 Becomes Confident</b>

\*Children may show variation in these skills based on whether early self-help skills are expected and taught and whether independence or interdependence is valued in their family and culture

<b>Cognitive Development</b>	
<b>Approaches to Learning</b> - Shows curiosity and a willingness to try new things	
<b>Birth-8 months</b>	
Uses senses and a variety of actions to explore the environment (e.g., turns head toward a sound, shakes or bangs a toy, mouths objects)	<b>ATL 1-4 Is Curious</b>
Shows pleasure or engagement when interesting or new things happen (e.g., laughs after shaking a	<b>ATL 1-4 Is Curious</b>

toy that rattles, listens intently to a new song)	
<b>9-18 months</b>	
Uses senses and a variety of actions to explore the environment (e.g., turns head toward a sound, shakes or bangs a toy, mouths objects)	<b>ATL 1-4 Is Curious</b>
Explores different ways to use objects or materials, investigates ways to make something happen, experiments with different behaviors to see how others will react (e.g., repeatedly knocks pieces of cereal off high chair tray, tries to use basket as hat, turns faucets or switches on and off)	<b>ATL 1-4 Is Curious</b>
Shows pleasure or engagement when interesting or new things happen (e.g., laughs after shaking a toy that rattles, listens intently to a new song)	<b>ATL 1-4 Is Curious</b>
<b>19-36 months</b>	
Explores different ways to use objects or materials, investigates ways to make something happen, experiments with different behaviors to see how others will react (e.g., repeatedly knocks pieces of cereal off high chair tray, tries to use basket as hat, turns faucets or switches on and off)	<b>ATL 1-4 Is Curious</b>
Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g., “What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”)	<b>ATL 1-4 Is Curious</b>
Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even	<b>ATL 1-4 Is Curious</b>

if the child perceives them as challenging	
<b>37-48 months</b>	
Experiments with objects and materials with increasing sophistication (e.g., gathers multiple objects to find out which will sink or float, uses magnets with various objects and materials) with guidance and support from adults	<b>ATL 1-4 Is Curious</b>
Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g., “What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”)	<b>ATL 1-4 Is Curious</b>
Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging	<b>ATL 1-4 Is Curious</b>
<b>49-60 months</b>	
Experiments with objects and materials with increasing sophistication (e.g., gathers multiple objects to find out which will sink or float, uses magnets with various objects and materials) with guidance and support from adults	<b>ATL 1-4 Is Curious</b>
Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g., “What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”)	<b>ATL 1-4 Is Curious</b>

Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging	<b>ATL 1-4 Is Curious</b>
--	---------------------------

<b>Approaches to Learning - Shows persistence in approaching tasks</b>	
<b>Birth-8 months</b>	
Repeats actions to produce similar results (e.g., repeatedly shakes toy to produce noise; puts objects in a container and dumps them out over and over again)	<b>ATL 1-3 Is Persistent</b>
Demonstrates increasing ability to continue interactions with others (e.g., attends to game of peek-a-boo for longer period of time, makes back-and-forth vocalizations with adult) and stays engaged with toys for more than just a brief time	<b>ATL 1-3 Is Persistent</b>
<b>9-18 months</b>	
Repeats actions to produce similar results (e.g., repeatedly shakes toy to produce noise; puts objects in a container and dumps them out over and over again)	<b>ATL 1-3 Is Persistent</b>
Demonstrates increasing ability to continue interactions with others (e.g., attends to game of peek-a-boo for longer period of time, makes back-and-forth vocalizations with adult) and stays engaged with toys for more than just a brief time	<b>ATL 1-3 Is Persistent</b>
Shows increasing willingness to repeat attempts at communication if not understood or repeat actions when encountering difficulties, with increasing ability to try different strategies until successful (e.g., repeatedly tries to force same shape into shape sorter; later in age range, tries a different shape after unsuccessful attempt)	<b>ATL 1-3 Is Persistent</b>
<b>19-36 months</b>	

Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)	<b>ATL 1-3 Is Persistent</b>
Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task	<b>ATL 1-3 Is Persistent</b>
Shows increasing willingness to repeat attempts at communication if not understood or repeat actions when encountering difficulties, with increasing ability to try different strategies until successful (e.g., repeatedly tries to force same shape into shape sorter; later in age range, tries a different shape after unsuccessful attempt)	<b>ATL 1-3 Is Persistent</b>
<b>37-48 months</b>	
Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)	<b>ATL 1-3 Is Persistent</b>
Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task	<b>ATL 1-3 Is Persistent</b>

Persists with adult encouragement and support even when presented with challenges (e.g., continues trying to build tall block tower even when some pieces fall; tries again to write name after running out of space on paper or recognizing a mistake)	<b>ATL 1-3 Is Persistent</b>
<b>49-60 months</b>	
Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)	<b>ATL 1-3 Is Persistent</b>
Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task	<b>ATL 1-3 Is Persistent</b>
Persists with adult encouragement and support even when presented with challenges (e.g., continues trying to build tall block tower even when some pieces fall; tries again to write name after running out of space on paper or recognizing a mistake)	<b>ATL 1-3 Is Persistent</b>

<b>Executive Function - Focuses and sustains attention</b>	
<b>Birth-8 months</b>	
Orients to and focuses on sounds, activities, people, and objects in the environment (e.g., attends to sounds, lights, etc.; turns head to follow caregiver with his or her gaze)	<b>ATL 1-1 Is Attentive</b>
Shows increasing ability to attend to people and objects and join others in a common focus (e.g., attends to a short, familiar storybook, though may	<b>ATL 1-1 Is Attentive</b>

not want to follow book page by page)	
<b>9-18 months</b>	
Orients to and focuses on sounds, activities, people, and objects in the environment (e.g., attends to sounds, lights, etc.; turns head to follow caregiver with his or her gaze)	<b>ATL 1-1 Is Attentive</b>
Shows increasing ability to attend to people and objects and join others in a common focus (e.g., attends to a short, familiar storybook, though may not want to follow book page by page)	<b>ATL 1-1 Is Attentive</b>
<b>19-36 months</b>	
Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions*	<b>ATL 1-1 Is Attentive</b>
Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)	<b>ATL 1-1 Is Attentive</b>
<b>37-48 months</b>	
Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions*	<b>ATL 1-1 Is Attentive</b>
Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)	<b>ATL 1-1 Is Attentive</b>
Shifts focus among various aspects of an object, activity, or story (e.g., recognizes two objects are alike because they are the same color,	<b>ATL 1-1 Is Attentive</b>

then recognizes that one of them is like another object because it is the same shape; talks about specific aspects of a story)	
Shows increasing ability to shift attention away from a desired object, activity, person, etc. with adult support and coaching (e.g., engages in a different activity when preferred activity is unavailable; with support focuses on a book after a difficult separation from caregiver)	<b>ATL 1-1 Is Attentive</b>
<b>49-60 months</b>	
Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions*	<b>ATL 1-1 Is Attentive</b>
Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)	<b>ATL 1-1 Is Attentive</b>
Shifts focus among various aspects of an object, activity, or story (e.g., recognizes two objects are alike because they are the same color, then recognizes that one of them is like another object because it is the same shape; talks about specific aspects of a story)	<b>ATL 1-1 Is Attentive</b>
Shows increasing ability to shift attention away from a desired object, activity, person, etc. with adult support and coaching (e.g., engages in a different activity when preferred activity is unavailable; with support focuses on a book after a difficult separation from caregiver)	<b>ATL 1-1 Is Attentive</b>

\*Children's engagement and attention span will vary from activity to activity, depending in large part on their level of interest in the experience or topic. Children will need more support maintaining focus during non-preferred activities, but over time develop greater capacity and motivation to cooperate and attend during less desirable tasks.

<b>Executive Function</b> - Shows flexibility in adjusting thinking and behavior to different contexts	
<b>Birth-8 months</b>	
Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>9-18 months</b>	
Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>19-36 months</b>	
Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>37-48 months</b>	
Shows increasing ability to flexibly shift between roles or use props in multiple ways (e.g., pretends to be the dad and the pet dog, using different voices and actions for each character; uses a paper plate as a steering wheel and then later as a bus driver's hat)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Applies different rules in different contexts with decreasing need for	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>

reminders (e.g., takes shoes off at home, but not at school; runs and uses “outside voice” when on playground, but uses “walking feet” and “inside voice” in classroom; if a dual language learner, speaks in home language or English based on whom they are talking to)	
<b>49-60 months</b>	
Shows increasing ability to flexibly shift between roles or use props in multiple ways (e.g., pretends to be the dad and the pet dog, using different voices and actions for each character; uses a paper plate as a steering wheel and then later as a bus driver’s hat)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Applies different rules in different contexts with decreasing need for reminders (e.g., takes shoes off at home, but not at school; runs and uses “outside voice” when on playground, but uses “walking feet” and “inside voice” in classroom; if a dual language learner, speaks in home language or English based on whom they are talking to)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Flexibly shifts between directions during an activity or game (e.g., usually performs actions at appropriate times during “Simon Says”; sorts objects by color and then by shape when prompted)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>

<b>Executive Function</b> - Regulates impulses and behaviors	
<b>Birth-8 months</b>	
Typical development of these skills tends to emerge after 8 months.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>

However, foundations of this learning goal are built through: • SE2.1 Experiences, expresses, and regulates a range of emotions.	
<b>9-18 months</b>	
Responds to redirection and limit-setting with increasing consistency (e.g., pauses when an adult says “stop” or asks them not to do something)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>19-36 months</b>	
Responds to redirection and limit-setting with increasing consistency (e.g., pauses when an adult says “stop” or asks them not to do something)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Shows increasing understanding of phrases like “later” and “after lunch” and ability to comply with requests that involve waiting (e.g., “Eat your snack and then we’ll play with cars.”)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>37-48 months</b>	
Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Shows increasing understanding of phrases like “later” and “after lunch” and ability to comply with requests that involve waiting (e.g., “Eat your snack and then we’ll play with cars.”)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Shows increasing ability to delay gratification (e.g., raises hand and waits to be called on during small	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>

group time; waits until end of birthday song to eat special snack; waits until there is space at a center to select an activity)	
<b>49-60 months</b>	
Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Shows increasing ability to delay gratification (e.g., raises hand and waits to be called on during small group time; waits until end of birthday song to eat special snack; waits until there is space at a center to select an activity)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>

<b>Executive Function - Holds and manipulates information in memory</b>	
<b>Birth-8 months</b>	
Shows awareness that people and objects still exist when they are out of sight and sound range (object permanence; e.g., reaches under a blanket to retrieve a stuffed animal that an adult has hidden while child watches; when older, watches at the window after a family member leaves)	<b>ATL 1-2 Develops Memory</b>
Anticipates familiar actions or routines (e.g., raises legs when diaper is changed; later in this age range, goes to table when it is time to eat)	<b>ATL 1-2 Develops Memory</b>
Responds to familiar people and objects (e.g., shows excitement about a toy that was played with days earlier; later in this age range looks for or points to familiar people or objects when they are named)	<b>ATL 1-2 Develops Memory</b>
<b>9-18 months</b>	

Shows awareness that people and objects still exist when they are out of sight and sound range (object permanence; e.g., reaches under a blanket to retrieve a stuffed animal that an adult has hidden while child watches; when older, watches at the window after a family member leaves)	<b>ATL 1-2 Develops Memory</b>
Anticipates familiar actions or routines (e.g., raises legs when diaper is changed; later in this age range, goes to table when it is time to eat)	<b>ATL 1-2 Develops Memory</b>
Responds to familiar people and objects (e.g., shows excitement about a toy that was played with days earlier; later in this age range looks for or points to familiar people or objects when they are named)	<b>ATL 1-2 Develops Memory</b>
<b>19-36 months</b>	
Searches for hidden or missing objects and notices when people are missing from a familiar group (e.g., when a peer is absent)	<b>ATL 1-2 Develops Memory</b>
Remembers and communicates about recent events (e.g., what happened earlier in the day; what has just happened in a story being read)	<b>ATL 1-2 Develops Memory</b>
Remembers and follows two-step directions (e.g., "Put all the crayons in the basket, then put the basket on the shelf"; "Touch your nose, then touch your ear") with decreasing need for adult support	<b>ATL 1-2 Develops Memory</b>
Learns and recalls motor routines, songs, and rhymes over time with increasing accuracy (e.g., sings along with familiar song and performs accompanying actions)	<b>ATL 1-2 Develops Memory</b>
Tells some details about stories or personal experiences with adult support and modeling	<b>ATL 1-2 Develops Memory</b>
<b>37-48 months</b>	
Shows increasing skill in memory games (e.g., recalls an increasing	<b>ATL 1-2 Develops Memory</b>

number of items removed from view in games like “What’s Missing”; plays simple memory matching card games)	
Remembers and communicates about recent events (e.g., what happened earlier in the day; what has just happened in a story being read)	<b>ATL 1-2 Develops Memory</b>
Remembers and follows two-step directions (e.g., “Put all the crayons in the basket, then put the basket on the shelf”; “Touch your nose, then touch your ear”) with decreasing need for adult support	<b>ATL 1-2 Develops Memory</b>
Remembers and follows multi-step directions (e.g., “Push in your chair, throw away your trash, and then join us for circle time”; follows a sequence of actions for a song such as jumping, then clapping, then turning around) with decreasing need for adult support	<b>ATL 1-2 Develops Memory</b>
Remembers and processes multiple pieces of information before responding (e.g., considers two or more options before making a choice; remembers response to teacher’s question long enough to respond after waiting for peers to share their comments)	<b>ATL 1-2 Develops Memory</b>
Learns and recalls motor routines, songs, and rhymes over time with increasing accuracy (e.g., sings along with familiar song and performs accompanying actions)	<b>ATL 1-2 Develops Memory</b>
Imitates actions or behaviors that were observed at an earlier time (e.g., uses traffic hand signals on trike track after seeing them demonstrated by a crossing guard; divides markers into “fair share” groups after observing teacher do this the day before)	<b>ATL 1-2 Develops Memory</b>
Tells some details about stories or personal experiences with adult support and modeling	<b>ATL 1-2 Develops Memory</b>

Remembers past experiences or familiar stories with increasing ability to independently and accurately recall details and retell events in sequence	<b>ATL 1-2 Develops Memory</b>
<b>49-60 months</b>	
Shows increasing skill in memory games (e.g., recalls an increasing number of items removed from view in games like “What’s Missing”; plays simple memory matching card games)	<b>ATL 1-2 Develops Memory</b>
Remembers and follows multi-step directions (e.g., “Push in your chair, throw away your trash, and then join us for circle time”; follows a sequence of actions for a song such as jumping, then clapping, then turning around) with decreasing need for adult support	<b>ATL 1-2 Develops Memory</b>
Remembers and processes multiple pieces of information before responding (e.g., considers two or more options before making a choice; remembers response to teacher’s question long enough to respond after waiting for peers to share their comments)	<b>ATL 1-2 Develops Memory</b>
Imitates actions or behaviors that were observed at an earlier time (e.g., uses traffic hand signals on trike track after seeing them demonstrated by a crossing guard; divides markers into “fair share” groups after observing teacher do this the day before)	<b>ATL 1-2 Develops Memory</b>
Remembers past experiences or familiar stories with increasing ability to independently and accurately recall details and retell events in sequence	<b>ATL 1-2 Develops Memory</b>

\*working memory = the capacity to hold and manipulate information in our heads over short periods of time

<b>Logic and Reasoning - Uses reasoning and planning ahead to solve problems and reach goals</b>	
--	--

<b>Birth-8 months</b>	
Uses own movements and actions to solve simple problems or reach goals (e.g., rolls to the side to reach an interesting object; pulls on an adult's leg when wants to be picked up)	<b>ATL 1-5 Shows Initiative</b>
<b>9-18 months</b>	
Uses own movements and actions to solve simple problems or reach goals (e.g., rolls to the side to reach an interesting object; pulls on an adult's leg when wants to be picked up)	<b>ATL 1-5 Shows Initiative</b>
Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)	<b>ATL 1-5 Shows Initiative</b>
<b>19-36 months</b>	
Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)	<b>ATL 1-5 Shows Initiative</b>
<b>37-48 months</b>	
Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)	<b>CS 14-1 Solves Problems</b>
Generates new approaches or changes plans if a better alternative is thought of or suggested (e.g., decides to build block structure on hard surface after it keeps falling down on the thick rug; accepts suggestion to use tape instead of glue to affix small leaves to a piece of paper)	<b>CS 14-1 Solves Problems</b>
Talks out loud to self (self-talk) during play (e.g., says "I need all the red pieces. Here's another one... doesn't fit... turn it this way" while putting together a puzzle; "I'm the mommy,	<b>CS 14-1 Solves Problems</b>

so I'm going to feed the baby then go to work" while playing alone in the dramatic play area)	
Shows increasing ability to independently and collaboratively make choices, plan for play scenarios or activities, and anticipate problems (e.g., assigns roles in dramatic play; gathers materials to complete an art project; says "Tell me when you're finished at the computer so I can have a turn.")	<b>CS 14-1 Solves Problems</b>
<b>49-60 months</b>	
Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)	<b>CS 14-1 Solves Problems</b>
Generates new approaches or changes plans if a better alternative is thought of or suggested (e.g., decides to build block structure on hard surface after it keeps falling down on the thick rug; accepts suggestion to use tape instead of glue to affix small leaves to a piece of paper)	<b>CS 14-1 Solves Problems</b>
Talks out loud to self (self-talk) during play (e.g., says "I need all the red pieces. Here's another one...doesn't fit...turn it this way" while putting together a puzzle; "I'm the mommy, so I'm going to feed the baby then go to work" while playing alone in the dramatic play area)	<b>CS 14-1 Solves Problems</b>
Shows increasing ability to independently and collaboratively make choices, plan for play scenarios or activities, and anticipate problems (e.g., assigns roles in dramatic play; gathers materials to complete an art project; says "Tell me when you're finished at the computer so I can have a turn.")	<b>CS 14-1 Solves Problems</b>

<b>Logic and Reasoning - Engages in symbolic and abstract thinking</b>	
<b>Birth-8 months</b>	
Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: <ul style="list-style-type: none"> <li>• LD1.1 Understands and responds to language (in child's home language)</li> <li>• LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure</li> </ul>	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>9-18 months</b>	
Uses realistic props in ways similar to the real objects they represent (e.g., talks on a toy phone) and imitates everyday actions of others	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Recognizes that illustrations and photographs are representations of real things (e.g., points to pictures in book rather than trying to grasp objects on page; identifies people in photographs; learns names of animals from book and extends knowledge to real animals they see)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>19-36 months</b>	
Uses familiar objects to represent something else (object substitution; e.g., uses a block as a pretend phone) and acts out routines, stories, or social roles alone or with peers	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Recognizes that illustrations and photographs are representations of real things (e.g., points to pictures in book rather than trying to grasp objects on page; identifies people in photographs; learns names of animals from book and extends knowledge to real animals they see)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Shows awareness that symbols (e.g., sign, icon, drawing) have meaning and understands that print carries a message	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>37-48 months</b>	
Uses familiar objects to represent something else (object substitution;	<b>ATL 1-4 Is Curious</b>

e.g., uses a block as a pretend phone) and acts out routines, stories, or social roles alone or with peers	
Uses language or imaginary props to stand in for objects (e.g., mimes holding a phone; says “Let’s pretend I gave you a ticket for the bus”) and engages in increasingly complex, longer play scenarios, assigning or assuming roles and discussing and planning actions	<b>CCA 21-4 Participates in Dramatic Play</b>
Shows awareness that symbols (e.g., sign, icon, drawing) have meaning and understands that print carries a message	<b>LKS 9-1 Develops Emergent Reading</b>
Uses drawing, emergent writing of numbers and letters, movement, and other constructions (e.g., art projects) to represent ideas or feelings	<b>LKS 9-1 Develops Emergent Writing</b>
<b>49-60 months</b>	
Uses language or imaginary props to stand in for objects (e.g., mimes holding a phone; says “Let’s pretend I gave you a ticket for the bus”) and engages in increasingly complex, longer play scenarios, assigning or assuming roles and discussing and planning actions	<b>CCA 21-4 Participates in Dramatic Play</b>
Uses drawing, emergent writing of numbers and letters, movement, and other constructions (e.g., art projects) to represent ideas or feelings	<b>LKS 9-1 Develops Emergent Writing</b>
With adult support and prompting, engages in thinking that goes beyond the “here and now” (e.g., discusses details in a story that are not shown in an illustration, begins to understand explanations of events they have not directly experienced)	<b>LKS 9-1 Develops Emergent Reading</b>

<b>Physical Development and Health</b>	
<b>Gross Motor</b> - Demonstrates locomotor skills	
<b>Birth-8 months</b>	
Lifts head and chest off firm surface such as floor when on tummy; rolls over	<b>PMP 17-1 Develops Perception &amp; Balance</b>
<b>9-18 months</b>	
Shifts between lying down, sitting, and balancing on hands and knees	<b>PMP 17-2 Develops Lower Body Strength</b>
Moves from crawling to cruising* to walking** showing increasing coordination for each skill	<b>PMP 17-2 Develops Lower Body Strength</b>
Crawls up stairs on hands or knees, later in this age range walks up and down stairs holding an adult's hand, stepping with both feet on each step	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
<b>19-36 months</b>	
Changes speed or direction while moving (walking, running, using walker), though may have difficulty stopping with control	<b>PMP 17-2 Develops Lower Body Strength</b>
Walks and runs with balance but may move unevenly (e.g., one arm may pump more) and has relatively wide space between feet	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Walks up and down stairs or climbing equipment by stepping with both feet on each step, with increasing ability to move without support from adult or handrail	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Experiments with different ways of moving (e.g., walks on tiptoes, walks backwards, marches, uses walker, pushes or pedals riding toy with feet)	<b>PMP 17-1 Develops Perception &amp; Balance</b>
<b>37-48 months</b>	
Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle course, steers wheelchair into small spaces; stops at intended location when running)	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Walks and runs with balance but may move unevenly (e.g., one arm may pump more) and has relatively wide space between feet	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>

Walks and runs smoothly with more consistent leg and arm opposition movements and narrower space between feet	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Climbs up and down stairs or playground equipment using alternating feet and smooth, coordinated movements	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
<b>49-60 months</b>	
Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle course, steers wheelchair into small spaces; stops at intended location when running)	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Walks and runs smoothly with more consistent leg and arm opposition movements and narrower space between feet	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Climbs up and down stairs or playground equipment using alternating feet and smooth, coordinated movements	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>

\*cruising = taking sliding steps while holding onto something for support. Some children progress from sideways cruising (e.g., taking sideways steps while holding on to furniture) to frontward cruising (e.g., taking steps forward with hands held by an adult or with one hand on furniture) whereas other children may move from sideways cruising directly to independent walking. \*\*There is large variability in meeting these milestones and some children may skip some milestones, revert to earlier ones, or display multiple milestones simultaneously. For example, some children may never crawl and go straight to cruising or learn to crawl and cruise simultaneously.

<b>Gross Motor - Shows stability and balance</b>	
<b>Birth-8 months</b>	
Sits independently with increasing stability and ability to change positions (e.g., get into sitting position)	<b>PMP 17-1 Develops Perception &amp; Balance</b>

from lying down or crawling, reach for a toy without falling, pull to a standing position from sitting)	
<b>9-18 months</b>	
Sits independently with increasing stability and ability to change positions (e.g., get into sitting position from lying down or crawling, reach for a toy without falling, pull to a standing position from sitting)	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, “freezes” while running)	<b>PMP 17-1 Develops Perception &amp; Balance</b>
<b>19-36 months</b>	
Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, “freezes” while running)	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
<b>37-48 months</b>	

Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, “freezes” while running)	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Hops and leaps with increasing skill and control (e.g., hops forward on one foot without losing balance, leaps over a “river” made from two ropes taking off with one foot and landing on the other)	<b>PMP 17-2 Develops Lower Body Strength</b>
<b>49-60 months</b>	
Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Shows increasing competence in jumping for height (e.g., up and	<b>PMP 17-1 Develops Perception &amp; Balance</b>

down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing	
Hops and leaps with increasing skill and control (e.g., hops forward on one foot without losing balance, leaps over a "river" made from two ropes taking off with one foot and landing on the other)	<b>PMP 17-2 Develops Lower Body Strength</b>

<b>Gross Motor - Demonstrates gross-motor manipulative skills</b>	
<b>Birth-8 months</b>	
Reaches for and drops objects, grasps a rolled ball or other object with two hands, pushes or rolls objects, bats or swipes at toys	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
<b>9-18 months</b>	
Reaches for and drops objects, grasps a rolled ball or other object with two hands, pushes or rolls objects, bats or swipes at toys	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
<b>19-36 months</b>	
Catches medium- to large-size balls and similar objects by trapping ball against body with straight arms, showing increased ability to visually track objects in space	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
Tosses or throws balls or other objects (e.g., beanbag) with increasing control of direction, aim, and speed	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
Strikes a stationary ball or other object with hand or arm (e.g., strikes a ball off of a table with hand), may not follow through or have accurate aim	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
Kicks with increased control and range of movement, progressing from kicking a stationary ball from a standing position to stepping or running up to it	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
<b>37-48 months</b>	

Catches medium- to large-size balls and similar objects by trapping ball against body with straight arms, showing increased ability to visually track objects in space	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
Tosses or throws balls or other objects (e.g., beanbag) with increasing control of direction, aim, and speed	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
Strikes a stationary ball or other object (e.g., hits beach ball with a short-handled paddle) with increasing follow through and accurate aim	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
Kicks with increased control and range of movement, progressing from kicking a stationary ball from a standing position to stepping or running up to it	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
<b>49-60 months</b>	
Catches balls or other objects of any size with both hands, with arms bent	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
Tosses or throws balls or other objects with increased accuracy and force, stepping forward with the leg opposite the throwing arm and following through	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
Strikes a stationary ball or other object (e.g., hits beach ball with a short-handled paddle) with increasing follow through and accurate aim	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
Kicks moving ball while running, tracking ball visually and using full leg swing with arms moving in opposition to the legs	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>

<b>Fine Motor - Demonstrates fine-motor strength, control, and coordination</b>	
<b>Birth-8 months</b>	
Uses hand-eye coordination to reach for, touch, and explore properties of objects	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Grasps objects with increasing skill, adjusting grasp to match task (e.g., uses index finger and thumb [pincer grasp] to pick up pieces of cereal,	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>

uses whole hands to bang two blocks together	
<b>9-18 months</b>	
Uses hand-eye coordination to reach for, touch, and explore properties of objects	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Grasps objects with increasing skill, adjusting grasp to match task (e.g., uses index finger and thumb [pincer grasp] to pick up pieces of cereal, uses whole hands to bang two blocks together	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>19-36 months</b>	
Uses hand-eye coordination to complete tasks (e.g., turning pages and pointing to pictures in books, turning knobs and unscrewing lids), though may lack precision in some actions (e.g., spills water when pouring)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Handles medium-size blocks, puzzle pieces, and manipulatives (e.g., works on three- to four-piece puzzles, puts together large connecting blocks or linking toys, strings large beads)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Manipulates a variety of fasteners with increasing skill, such as buttons, zippers, laces, and buckles	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>37-48 months</b>	
Shows increasing refinement in hand-eye coordination (e.g., tracks words across page with finger with adult modeling and support, pours without spilling, pushes specific keys on keyboard)	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
Handles smaller blocks, puzzle pieces, and manipulatives (e.g., works puzzles of up to 10 pieces, builds structures using small Legos® or blocks, arranges small pegs in pegboard, strings small beads)	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
Manipulates a variety of fasteners with increasing skill, such as buttons, zippers, laces, and buckles	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>49-60 months</b>	

Shows increasing refinement in hand-eye coordination (e.g., tracks words across page with finger with adult modeling and support, pours without spilling, pushes specific keys on keyboard)	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
Handles smaller blocks, puzzle pieces, and manipulatives (e.g., works puzzles of up to 10 pieces, builds structures using small Legos® or blocks, arranges small pegs in pegboard, strings small beads)	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
Manipulates more complex fasteners (e.g., threads belt through loops on pants, attempts to tie shoes)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>

<b>Fine Motor - Adjusts grasp and coordinates movements to use tools</b>	
<b>Birth-8 months</b>	
Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: • PH2.1 Demonstrates fine motor strength, control, and coordination.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>9-18 months</b>	
Scoops food with spoon with increasing control.*	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Holds large writing and drawing tools (e.g., crayons, sidewalk chalk) to make spontaneous dots and scribbles, progressing from whole hand grip to approximate thumb-and-finger grip (may still move whole arm to make marks)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>19-36 months</b>	
Scoops food with spoon with increasing control.*	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife*	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Holds large writing and drawing tools (e.g., crayons, sidewalk chalk) to make spontaneous dots and scribbles, progressing from whole	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>

hand grip to approximate thumb-and-finger grip (may still move whole arm to make marks)	
Snips paper with child safety scissors with increasing ability to make changes in the direction of cutting to cut out simple shapes like circles (though may not be perfectly round)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>37-48 months</b>	
Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife*	<b>PMP 19-1 Develops Meal Time Independence</b>
Holds drawing and writing tools using three-point finger grip, using the other hand to hold paper, to make a variety of lines and shapes (e.g., circles, crosses, triangles), letter- and numeral-like forms, and some letters and numerals	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Snips paper with child safety scissors with increasing ability to make changes in the direction of cutting to cut out simple shapes like circles (though may not be perfectly round)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>49-60 months</b>	
Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife*	<b>PMP 19-1 Develops Meal Time Independence</b>
Holds drawing and writing tools using three-point finger grip, using the other	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>

hand to hold paper, to make a variety of lines and shapes (e.g., circles, crosses, triangles), letter- and numeral-like forms, and some letters and numerals	
Uses correct scissors grip and holds paper with one hand to cut along a straight line and cut out simple shapes and pictures	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>

\*Children may show variation in these skills based on whether early self-help skills are expected and taught in their family and culture and use of utensils may vary across cultures

<b>Health and Well-Being -</b> Demonstrates interest in engaging in healthy eating habits and making nutritious food choices	
<b>Birth-8 months</b>	
Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns away from breast or bottle when full, crying when hungry) and later in this age range by using words or signs	<b>PMP 19-1 Develops Meal Time Independence</b>
<b>9-18 months</b>	
Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns away from breast or bottle when full, crying when hungry) and later in this age range by using words or signs	<b>PMP 19-1 Develops Meal Time Independence</b>
Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods	<b>PMP 19-1 Develops Meal Time Independence</b>
<b>19-36 months</b>	
Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns	<b>PMP 19-1 Develops Meal Time Independence</b>

away from breast or bottle when full, crying when hungry) and later in this age range by using words or signs	
Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods	<b>PMP 19-1 Develops Meal Time Independence</b>
Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)	<b>PMP 20-1 Learns About Nutrition</b>
Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear "fruit"; after working in the garden, notices that carrots and potatoes both grow in the ground)	<b>PMP 20-1 Learns About Nutrition</b>
<b>37-48 months</b>	
Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods	<b>PMP 20-1 Learns about Nutrition</b>
Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)	<b>PMP 20-1 Learns about Nutrition</b>
Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear "fruit"; after working in the garden, notices that carrots and potatoes both grow in the ground)	<b>PMP 20-1 Learns about Nutrition</b>
Shows increasing awareness of healthy and unhealthy foods;	<b>PMP 20-1 Learns about Nutrition</b>

demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy, and makes choices about foods, sometimes based on whether the food is nutritious	
<b>49-60 months</b>	
Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)	<b>PMP 20-1 Learns about Nutrition</b>
Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear “fruit”; after working in the garden, notices that carrots and potatoes both grow in the ground)	<b>PMP 20-1 Learns about Nutrition</b>
Shows increasing awareness of healthy and unhealthy foods; demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy, and makes choices about foods, sometimes based on whether the food is nutritious	<b>PMP 20-1 Learns about Nutrition</b>

<b>Health and Well-Being - Shows awareness of safe behavior</b>	
<b>Birth-8 months</b>	
Uses sensory information and cues from caregivers to assess safety of environment (e.g., startles at a loud noise, looks to caregiver when approached by an unfamiliar adult, shows awareness of steep drop-offs when crawling or walking)	<b>PMP 20-2 Learns Safety Rules</b>
<b>9-18 months</b>	
Uses sensory information and cues from caregivers to assess safety of environment (e.g., startles at a loud noise, looks to caregiver when	<b>PMP 20-2 Learns Safety Rules</b>

approached by an unfamiliar adult, shows awareness of steep drop-offs when crawling or walking)	
Stops unsafe behavior when prompted by an adult, though often needs additional support and redirection (e.g., when distracted or caught up in emotion)	<b>PMP 20-2 Learns Safety Rules</b>
<b>19-36 months</b>	
Stops unsafe behavior when prompted by an adult, though often needs additional support and redirection (e.g., when distracted or caught up in emotion)	<b>PMP 20-2 Learns Safety Rules</b>
Follows basic safety rules, practices, and routines with adult guidance and support (e.g., holds on to rope with knots or loops when moving with group from indoors to outdoors, keeps a safe distance from the swings when reminded)	<b>PMP 20-2 Learns Safety Rules</b>
<b>37-48 months</b>	
Identifies, avoids, and alerts others to danger and seeks and accepts adults' help in potentially unsafe situations (e.g., alerts teacher to a broken fence part, calls for help from the top of the play structure when needs assistance getting down, reminds another child to go down the slide feet first)	<b>PMP 20-2 Learns Safety Rules</b>
Follows basic safety rules, practices, and routines with adult guidance and support (e.g., holds on to rope with knots or loops when moving with group from indoors to outdoors, keeps a safe distance from the swings when reminded)	<b>PMP 20-2 Learns Safety Rules</b>
<b>49-60 months</b>	
Identifies, avoids, and alerts others to danger and seeks and accepts adults' help in potentially unsafe situations (e.g., alerts teacher to a broken fence part, calls for help from the top of the play structure when needs assistance getting down,	<b>PMP 20-2 Learns Safety Rules</b>

reminds another child to go down the slide feet first)	
Demonstrates knowledge of and ability to follow safety rules and routines with increased independence (e.g., most of the time remembers to put on a helmet before riding a tricycle; lines up when fire alarm goes off and when class is outside says to a peer, "Now the teacher's going to call names to make sure we're all here.")	<b>PMP 20-2 Learns Safety Rules</b>

<b>Health and Well-Being - Engages in a variety of developmentally appropriate physical activities</b>	
<b>Birth-8 months</b>	
Participates in simple physical play with an adult (e.g., flexes legs while lying down as adult gently pushes feet back and forth, plays patty cake)	<b>PMP 17-2 Develops Lower Body Strength</b>
<b>9-18 months</b>	
Shows interest and enjoyment in physical activity, movement games, and dances*	<b>PMP 17-2 Develops Lower Body Strength</b>
<b>19-36 months</b>	
Shows interest and enjoyment in physical activity, movement games, and dances*	<b>PMP 17-2 Develops Lower Body Strength</b>
Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring*	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
<b>37-48 months</b>	
Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring*	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>

Shows increasing understanding of the physical benefits of exercise (e.g., “Running is good for my body,” “Mom said helping her carry in groceries made my arm muscles stronger”)	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
<b>49-60 months</b>	
Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring*	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
Shows increasing understanding of the physical benefits of exercise (e.g., “Running is good for my body,” “Mom said helping her carry in groceries made my arm muscles stronger”)	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>

\*The National Association of Sport and Physical Education recommends that toddlers and preschoolers should engage in at least 60 minutes total (and up to several hours) of unstructured free play physical activity each day and should not be sedentary for more than 60 minutes at a time except when sleeping. In addition, preschoolers should engage in at least 60 minutes of structured play (physical activity in which an adult is providing activities, instruction, and feedback to help with skill development).

<b>Health and Well-Being - Takes appropriate actions to meet basic needs*</b>	
<b>Birth-8 months</b>	
Indicates needs and wants using gestures, body language, vocalizations, and later words (e.g., cries when tired; signs or points to food when wanting more; reaches for adult to be held or hugged)	<b>PMP 19-2 Develops Self-Care Skills</b>
Anticipates and cooperates during daily care routines (e.g., opens mouth when food is offered, raises legs when diaper is changed)	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>9-18 months</b>	

Indicates needs and wants using gestures, body language, vocalizations, and later words (e.g., cries when tired; signs or points to food when wanting more; reaches for adult to be held or hugged)	<b>PMP 19-2 Develops Self-Care Skills</b>
Anticipates and cooperates during daily care routines (e.g., opens mouth when food is offered, raises legs when diaper is changed)	<b>PMP 19-2 Develops Self-Care Skills</b>
Participates in personal hygiene and self-care routines with adult assistance (e.g., holds hands under faucet and waits for adult to turn it on, holds toothbrush with adult while brushing, sits on toilet with help, pulls off own socks)	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>19-36 months</b>	
Communicates with increasing specificity and detail to get needs met (e.g., says "My tummy hurts," "I need help reaching my toothbrush") and later may communicate about specific health needs (e.g., "I can't have peanuts because they make me sick")	<b>PMP 19-2 Develops Self-Care Skills</b>
Participates in personal hygiene and self-care routines with adult assistance (e.g., holds hands under faucet and waits for adult to turn it on, holds toothbrush with adult while brushing, sits on toilet with help, pulls off own socks)	<b>PMP 19-2 Develops Self-Care Skills</b>
Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults	<b>PMP 19-2 Develops Self-Care Skills</b>
Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling	<b>PMP 19-2 Develops Self-Care Skills</b>

<b>37-48 months</b>	
Communicates with increasing specificity and detail to get needs met (e.g., says “My tummy hurts,” “I need help reaching my toothbrush”) and later may communicate about specific health needs (e.g., “I can’t have peanuts because they make me sick”)	<b>PMP 19-2 Develops Self-Care Skills</b>
Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults	<b>PMP 19-2 Develops Self-Care Skills</b>
Demonstrates increasing understanding of how, when, and why personal care routines are completed (e.g., washes hands after handling classroom pet when reminded by teacher; says “I need my hat so I don’t get sunburned.”)	<b>PMP 19-2 Develops Self-Care Skills</b>
Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>49-60 months</b>	
Communicates with increasing specificity and detail to get needs met (e.g., says “My tummy hurts,” “I need help reaching my toothbrush”) and later may communicate about specific health needs (e.g., “I can’t have peanuts because they make me sick”)	<b>PMP 19-2 Develops Self-Care Skills</b>
Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults	<b>PMP 19-2 Develops Self-Care Skills</b>
Demonstrates increasing understanding of how, when, and why personal care routines are	<b>PMP 19-2 Develops Self-Care Skills</b>

completed (e.g., washes hands after handling classroom pet when reminded by teacher; says “I need my hat so I don’t get sunburned.”)	
Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling	<b>PMP 19-2 Develops Self-Care Skills</b>

\*Children may show variation in these skills based on whether early self-help skills are expected and taught in their family and culture.

<b>Language Development</b>	
<b>Receptive Language</b> - Understands and responds to language (in child’s home language)*	
<b>Birth-8 months</b>	
Responds to noises and voices in the environment (e.g., startles or cries at unexpected sounds; smiles or coos when “parentese*” is used)	<b>LC 7-1 Develops Receptive Communication</b>
Shows excitement at familiar words such as “mommy,” “bottle,” or “bebé” (baby in Spanish)	<b>LC 7-1 Develops Receptive Communication</b>
Engages in reciprocal face-to-face interactions and responds to adults through gestures, looking in a specific direction, or vocalizations	<b>LC 7-1 Develops Receptive Communication</b>
<b>9-18 months</b>	
Attends to familiar objects or people that have been named and understands the meaning of an increasing number of simple words, especially objects encountered in everyday life.	<b>LC 7-1 Develops Receptive Communication</b>
Follows simple one- or two-word requests like “Wave bye-bye” with decreasing need for adult gestures	<b>LC 7-1 Develops Receptive Communication</b>
<b>19-36 months</b>	
Attends to familiar objects or people that have been named and understands the meaning of an	<b>LC 7-1 Develops Receptive Communication</b>

increasing number of simple words, especially objects encountered in everyday life	
Identifies (e.g., points to) people, animals, and objects when prompted (e.g., points to a cow in a book when adult asks “Where’s the cow?”)	<b>LC 7-1 Develops Receptive Communication</b>
Follows one- or two-step directions that involve familiar experiences or objects (e.g., “Pick up the ball and roll it to me,” or “Dame la mano” [“Give me your hand” in Spanish for dual language learners])	<b>LC 7-1 Develops Receptive Communication</b>
<b>37-48 months</b>	
Understands an increasing number of words for objects (nouns), actions (verbs), and characteristics (adjectives) encountered in real and symbolic contexts* (e.g., when playing “doctor” brings another child a stethoscope when he or she asks for it)	<b>LC 7-1 Develops Receptive Communication</b>
Responds to increasingly complex “Who,” “What,” “Why,” and “Where” questions	<b>LC 7-1 Develops Receptive Communication</b>
Follows one- or two-step directions that involve familiar experiences or objects (e.g., “Pick up the ball and roll it to me,” or “Dame la mano” [“Give me your hand” in Spanish for dual language learners])	<b>LC 7-1 Develops Receptive Communication</b>
Follows increasingly more detailed, multi-step directions (e.g., “Please put away your markers, put your picture in your cubby, and join us on the carpet”)	<b>LC 7-1 Develops Receptive Communication</b>
<b>49-60 months</b>	
Understands an increasing number of words for objects (nouns), actions (verbs), and characteristics (adjectives) encountered in real and symbolic contexts* (e.g., when playing “doctor” brings another child a stethoscope when he or she asks for it)	<b>LC 7-1 Develops Receptive Communication</b>

Responds to increasingly complex “Who,” “What,” “Why,” and “Where” questions	<b>LC 7-1 Develops Receptive Communication</b>
Follows increasingly more detailed, multi-step directions (e.g., “Please put away your markers, put your picture in your cubby, and join us on the carpet”)	<b>LC 7-1 Develops Receptive Communication</b>

\*A child’s home language can include any language that the child is primarily exposed to at home, including languages such as Spanish, Marshallese, American Sign Language, etc. \*Parentese = Commonly referred to as a “baby talk,” and sometimes referred to as “motherese,” it is a form of speaking used by adults in most cultures when speaking with very young children. When adults speak in parentese, they use real words but at a higher pitch, elongating words, and using longer pauses between words (e.g., “Wheeeeeere’s baby? Heeeere you are!”)  
 \*Symbolic context = environments other than the one that the child experiences in everyday life including those that are in books and created during dramatic play

<b>Expressive Language</b> - Uses increasingly complex vocabulary, grammar, and sentence structure (in child’s home language)*	
<b>Birth-8 months</b>	
Experiments with making sounds (e.g., babbling), often repeating consonant sounds (e.g., da da and ba ba)	<b>LC 7-2 Develops Expressive Communication</b>
Uses vocalizations (e.g., cooing) and gestures to communicate needs, interests, and emotions	<b>LC 7-2 Develops Expressive Communication</b>
<b>9-18 months</b>	
Begins to say a number of simple words (e.g., “nana,” “go,” “hi,” and “leche” [milk in Spanish for dual language learners])	<b>LC 7-2 Develops Expressive Communication</b>
May combine two words to express a want or interest (e.g. says “go side” when wanting to go outside)	<b>LC 7-2 Develops Expressive Communication</b>
Uses a small number of real and made-up words that can be understood by familiar adults who speak the same language	<b>LC 7-2 Develops Expressive Communication</b>
<b>19-36 months</b>	
Begins to use two- and three-syllable words and names specific people, animals, and toys	<b>LC 7-2 Develops Expressive Communication</b>
Begins to use plurals, past tense, subject-verb agreement, and the	<b>LC 7-2 Develops Expressive Communication</b>

possessive form* although often incorrectly (e.g., “Mommy goed work”)	
Increasingly combines simple words into sentence-like structures (e.g., “Me milk please”) and when older, sentences (e.g., “Let’s go to Grammy’s house!” or “Léeme un cuento” [“Read me a story” in Spanish for dual language learners])	<b>LC 7-2 Develops Expressive Communication</b>
Speaks or signs clearly enough most of the time that unfamiliar adults who speak the same language can understand; still mispronounces many words (e.g., says “buhsggetti” for spaghetti)	<b>LC 7-2 Develops Expressive Communication</b>
<b>37-48 months</b>	
Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions	<b>LC 7-4 Expands Vocabulary</b>
Tells increasingly detailed stories about other times and places, with increasing accuracy in use of past and future tenses	<b>LC 7-4 Expands Vocabulary</b>
Uses increasingly longer (i.e., at least four to six word sentences) that are increasingly complex (i.e., combining two or three phrases* in a sentence)	<b>LC 7-4 Expands Vocabulary</b>
Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words	<b>LC 7-4 Expands Vocabulary</b>
<b>49-60 months</b>	
Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions	<b>LC 7-4 Expands Vocabulary</b>
Tells increasingly detailed stories about other times and places, with increasing accuracy in use of past and future tenses	<b>LC 7-4 Expands Vocabulary</b>
Uses increasingly longer (i.e., at least four to six word sentences) that are	<b>LC 7-4 Expands Vocabulary</b>

increasingly complex (i.e., combining two or three phrases* in a sentence)	
Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words	<b>LC 7-4 Expands Vocabulary</b>

\*A child's home language can include any language that the child is primarily exposed to at home, including languages such as Spanish, Marshallese, American Sign Language, etc. \*Possessive form = words that are used for showing possession like "mine," "yours," "hers," and "theirs." \*Phrase = a group of words that do not express a complete thought (e.g., 'the car' and 'is going fast' are both phrases in the sentence 'The car is going fast')

<b>Communication Skills -</b> Communicates using social and conversational rules	
<b>Birth-8 months</b>	
Uses eye contact, facial expressions, gestures, and sounds to engage in turn-taking "conversations" with adults	<b>LC 7-6 Learns Conversations Structure</b>
<b>9-18 months</b>	
Initiates interaction or "conversation" with adults by pointing at objects, speaking or signing a word, sharing a toy, or calling attention to an object or person	<b>LC 7-6 Learns Conversations Structure</b>
Shows joint attention* by shifting gaze to where an adult is looking or gesturing (e.g., looks at an object an adult is pointing to and looking at) and when older, initiates bids for joint attention (e.g., holds up a toy and looks at it, looks at adult for eye contact, then returns gaze to toy)	<b>LC 7-6 Learns Conversations Structure</b>
<b>19-36 months</b>	
Engages in brief back-and-forth conversations, often repeating or imitating words, tone, and actions of adults	<b>LC 7-6 Learns Conversations Structure</b>
Begins to use polite forms of communication by saying "please," "thank you," and "excuse me" with modeling	<b>LC 7-6 Learns Conversations Structure</b>
<b>37-48 months</b>	
Engages in back-and-forth conversations of increasing duration (two to five conversational	<b>LC 7-6 Learns Conversation Structure</b>

exchanges**), with increasing ability to extend conversations by asking questions, making comments related to the topic, and later in this age range, engages in a wider variety of conversational topics	
With support and reminders, uses social rules of language*** with increasing consistency and ability to apply rules in both familiar and unfamiliar settings	<b>LC 7-6 Learns Conversation Structure</b>
<b>49-60 months</b>	
Engages in back-and-forth conversations of increasing duration (two to five conversational exchanges**), with increasing ability to extend conversations by asking questions, making comments related to the topic, and later in this age range, engages in a wider variety of conversational topics	<b>LC 7-6 Learns Conversation Structure</b>
With support and reminders, uses social rules of language*** with increasing consistency and ability to apply rules in both familiar and unfamiliar settings	<b>LC 7-6 Learns Conversation Structure</b>

\*Joint attention = the shared focus on an object by two individuals \*\*Conversational exchanges = Each exchange is a “turn” taken by someone participating in a conversation. Here is an example of a conversation with five conversational turns: (1) Child: “Look at the castle I made!” (2) Teacher: That’s a big castle! Who lives there? (3) Child: Only cats. One hundred cats live in the castle. (4) Teacher: One hundred cats. I wonder what they all eat. (5) Child: There’s a cook that makes them fish and chicken cookies every day. \*\*\*Social rules of language = making eye contact while speaking, taking turns in conversation, keeping an appropriate distance from the conversational partner, speaking with appropriate voice volume for the context, etc. It should be noted that conversational rules can vary by culture. For example, in some cultures, it is not appropriate to make eye contact during conversation. Cultural norms regarding volume of speech and physical proximity and contact between conversational partners may also vary.

<b>English Language Development - Demonstrates Progress in Attending to, Understanding, and Responding to English</b>	
<b>Early-Stage English Language Development*</b>	
Responds to simple, commonly used words and phrases when	<b>LC 7-1 Develops Receptive Communication</b>

accompanied by gestures and other supports	
Pays attention to and observes other children and adults as English is spoken	<b>LC 7-1 Develops Receptive Communication</b>
Attends to English in small- and large-group activities, such as circle time, storybook reading, etc.	<b>LC 7-1 Develops Receptive Communication</b>
Imitates behaviors of other children to get the same result (e.g. sees child make the sign for “me too” in sign language and makes the same sign)	<b>LC 7-2 Develops Expressive Communication</b>
Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language	<b>LC 7-1 Develops Receptive Communication</b>
<b>Mid-Stage English Language Development</b>	
Responds to simple, commonly used words and phrases when accompanied by gestures and other supports	<b>LC 7-1 Develops Receptive Communication</b>
Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids	<b>LC 7-1 Develops Receptive Communication</b>
Demonstrates an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)	<b>LC 7-4 Expands Vocabulary</b>
Responds appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)	<b>LC 7-1 Develops Receptive Communication</b>
Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language	<b>LC 7-1 Develops Receptive Communication</b>
<b>Late-Stage English Language Development</b>	

Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids	<b>LC 7-1 Develops Receptive Communication</b>
Demonstrates an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities	<b>LC 7-4 Expands Vocabulary</b>
Demonstrates an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)	<b>LC 7-4 Expands Vocabulary</b>
Follows directions that involve a one- or two-step sequence, relying less on contextual cues	<b>LC 7-1 Develops Receptive Communication</b>
Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language	<b>LC 7-1 Develops Receptive Communication</b>

\*Unlike the other developmental progressions outlined for other learning goals, English Language Development is not dependent on a child's age, but on a child's exposure to English. For example, a four year old who has recently immigrated to the United State is likely to have less command of the English language than a three-year-old who immigrated when he or she was one. As such, the progression of English Language Development is defined by stages of development rather than by what should occur within a certain age range.

<b>English Language Development - Demonstrates progress in speaking and expressing self in English</b>	
<b>Early-Stage English Language Development</b>	
Relies on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others	<b>LC 7-2 Develops Expressive Communication</b>
Repeats sounds and words in English	<b>LC 7-2 Develops Expressive Communication</b>
Uses age-appropriate vocabulary and grammar in the home language	<b>LC 7-5 Expands Grammar and Pronunciation</b>
Listens to and converses in age appropriate way in home language	<b>LC 7-6 Learns Conversation Structure</b>
Asks a variety of age-appropriate questions (e.g., "what," "why," "how,"	<b>LC 7-2 Develops Expressive Communication</b>

“when,” and “where”) in home language	
<b>Mid-Stage English Language Development</b>	
Combines nonverbal with some verbal communication to be understood by others	<b>LC 7-2 Develops Expressive Communication</b>
Engages in codeswitching* during conversations	<b>LC 7-2 Develops Expressive Communication</b>
Uses telegraphic speech**	<b>LC 7-2 Develops Expressive Communication</b>
Uses formulaic speech (expressions that are learned whole, e.g., “I don’t know”)	<b>LC 7-2 Develops Expressive Communication</b>
Uses English vocabulary that mainly consists of concrete nouns and some verbs and pronouns	<b>LC 7-5 Expands Grammar and Pronunciation</b>
Converses with others in English using two or three words at a time but switches back and forth between English and their home language	<b>LC 7-2 Develops Expressive Communication</b>
Uses some English grammatical markers (e.g., “-ing” or the plural-forming “-s”) and applies at times the rules of grammar of the home language to English	<b>LC 7-5 Expands Grammar and Pronunciation</b>
Uses “what” and “why” questions in English, sometimes with errors	<b>LC 7-2 Develops Expressive Communication</b>
Uses age-appropriate vocabulary and grammar in the home language	<b>LC 7-5 Expands Grammar and Pronunciation</b>
Listens to and converses in age appropriate way in home language	<b>LC 7-6 Learns Conversation Structure</b>
Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language	<b>LC 7-2 Develops Expressive Communication</b>
<b>Late-Stage English Language Development</b>	
Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes	<b>LC 7-4 Expands Vocabulary</b>
Uses new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary	<b>LC 7-6 Learns Conversation Structure</b>

Sustains a conversation in English with increasingly complex syntax, adding conjunctions, adjectives, adverbs, subject-verb-object patterns, and other more advanced elements of English sentence construction	<b>LC 7-6 Learns Conversation Structure</b>
Expands use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors	<b>LC 7-5 Expands Grammar and Pronunciation</b>
Uses “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with mistakes	<b>LC 7-2 Develops Expressive Communication</b>
Uses age-appropriate vocabulary and grammar in the home language	<b>LC 7-5 Expands Grammar and Pronunciation</b>
Listens to and converses in age appropriate way in home language	<b>LC 7-6 Learns Conversation Structure</b>
Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language	<b>LC 7-2 Develops Expressive Communication</b>

\* Codeswitching = the act of switching back and forth between English and the child’s home language. Children often insert a home language word into an English sentence to get the point across when they don’t know the word in English. \*\*Telegraphic speech = two-word phrases rather than full sentences, such as “want food”

<b>Emergent Literacy</b>	
<b>Engagement in Literacy Experiences and Understanding of Stories and Books</b> - Shows interest in literacy experiences	
<b>Birth-8 months</b>	
Demonstrates listening by becoming quiet or shows pleasure when listening to a familiar story, rhyme, or song	<b>LK 8-1 Develops Early Literacy</b>
<b>9-18 months</b>	
Demonstrates listening by becoming quiet or shows pleasure when listening to a familiar story, rhyme, or song	<b>LK 8-1 Develops Early Literacy</b>
<b>19-36 months</b>	
Participates in and actively seeks out a variety of literacy experiences such	<b>LK 8-1 Develops Early Literacy</b>

as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play	
<b>37-48 months</b>	
Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play	<b>LKS 8-1 Develops Early Literacy</b>
Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)	<b>LKS 8-1 Develops Early Literacy</b>
<b>49-60 months</b>	
Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play	<b>LKS 8-1 Develops Early Literacy</b>
Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)	<b>LKS 8-1 Develops Early Literacy</b>

Engagement in Literacy Experiences and Understanding of Stories and Books - Engages in read-alouds and conversations about books and stories	
<b>Birth-8 months</b>	
Attends to caregiver's voice when being held and read to	<b>LK 8-1 Develops Early Literacy</b>
<b>9-18 months</b>	
Actively participates in book reading experiences by pointing to pictures, turning pages, and making sounds or simple comments	<b>LK 8-1 Develops Early Literacy</b>
<b>19-36 months</b>	

Actively participates in book reading experiences by pointing to pictures, turning pages, and making sounds or simple comments	<b>LK 8-1 Develops Early Literacy</b>
Shows comprehension by making comments, asking and answering questions, and responding to prompts during book reading experiences	<b>LK 8-1 Develops Early Literacy</b>
Pretends to read, describing what is happening and using some language from the book with pictures as cues	<b>LK 8-1 Develops Early Literacy</b>
Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships	<b>LK 8-1 Develops Early Literacy</b>
<b>37-48 months</b>	
Shows comprehension by making comments, asking and answering questions, and responding to prompts during book reading experiences	<b>LKS 8-1 Develops Early Literacy</b>
Pretends to read, describing what is happening and using some language from the book with pictures as cues	<b>LKS 8-3 Develops Emergent Readings</b>
Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships	<b>LKS 8-3 Develops Emergent Readings</b>
Demonstrates knowledge from informational texts* in a variety of ways and makes connections to other books or personal experiences (e.g., when teacher reads the story Owl Moon, child says, "We learned in that other book that owls stay awake at night and sleep during the day.")	<b>LKS 8-3 Develops Emergent Readings</b>
<b>49-60 months</b>	
With modeling and support, discusses predictions, cause-and-	<b>LKS 8-1 Develops Early Literacy</b>

effect relationships, story-related problems and resolutions, and connections to other books and own experiences	
Pretends to read, describing what is happening and using some language from the book with pictures as cues	<b>LKS 8-3 Develops Emergent Readings</b>
Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships	<b>LKS 8-3 Develops Emergent Readings</b>
Demonstrates knowledge from informational texts* in a variety of ways and makes connections to other books or personal experiences (e.g., when teacher reads the story Owl Moon, child says, "We learned in that other book that owls stay awake at night and sleep during the day.")	<b>LKS 8-3 Develops Emergent Readings</b>

Informational text = type of non-fiction that uses both text and illustrations to convey meaning about the natural and social world, provide facts, and explain processes. Illustrations in these texts are realistic and can include photographs, diagrams, charts, graphs, labels and captions.

<b>Phonological Awareness</b> - Notices and manipulates the sounds of language	
<b>Birth-8 months</b>	
Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker	<b>LC 7-3 Develops Phonemic Awareness</b>
Experiments with the sounds of language	<b>LC 7-3 Develops Phonemic Awareness</b>
<b>9-18 months</b>	
Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker	<b>LC 7-3 Develops Phonemic Awareness</b>
Experiments with the sounds of language	<b>LC 7-3 Develops Phonemic Awareness</b>
Joins in and repeats songs, fingerplays, and poems with rhyming or alliterative phrases (words with same initial sound)	<b>LC 7-3 Develops Phonemic Awareness</b>
<b>19-36 months</b>	

Joins in and repeats songs, fingerplays, and poems with rhyming or alliterative phrases (words with same initial sound)	<b>LC 7-3 Develops Phonemic Awareness</b>
Fills in the missing rhyming word of a song, fingerplay, or story and can generate rhyming words spontaneously (real or nonsense words)	<b>LC 7-3 Develops Phonemic Awareness</b>
<b>37-48 months</b>	
Fills in the missing rhyming word of a song, fingerplay, or story and can generate rhyming words spontaneously (real or nonsense words)	<b>LC 7-3 Develops Phonemic Awareness</b>
Shows awareness that some words begin with the same sound (e.g., "Sam and Selena start with the same sound!")	<b>LC 7-3 Develops Phonemic Awareness</b>
Shows awareness of separate words in sentences	<b>LC 7-3 Develops Phonemic Awareness</b>
<b>49-60 months</b>	
Decides whether two words rhyme	<b>LC 7-3 Develops Phonemic Awareness</b>
Shows awareness that some words begin with the same sound (e.g., "Sam and Selena start with the same sound!")	<b>LC 7-3 Develops Phonemic Awareness</b>
Shows awareness of separate words in sentences	<b>LC 7-3 Develops Phonemic Awareness</b>
Verbally identifies, blends, segments, and deletes parts of words (manipulating units of language)* with decreasing need for modeling or visual supports	<b>LC 7-3 Develops Phonemic Awareness</b>

\*Children learn to manipulate units of language (e.g., words within compound words, syllables) in different ways, progressing from easier to more difficult manipulation tasks (in an overlapping sequence rather than by mastering one level before the next): **Identifying** = e.g., counts or claps syllables in classmates' names **Blending** = e.g., says lavaplatos (dishwasher in Spanish) when asked what word you get when you put lava (wash) and platos (dishes) together; puts together com-pu-ter and says computer **Segmenting** = e.g., finds pictures of a cama (bed in Spanish) and a león (lion in Spanish) when asked what two words make camaleon (chameleon in Spanish); says pen- and -cil when asked to take apart the word pencil **Deleting** = e.g., points to picture of a cup when asked "What's cupcake without cake?"; says no when asked, "What's mono (monkey in Spanish) without mo-?"

<b>Knowledge and Use of Books, Print and Letters</b> - Responds to features of books and print	
--	--

<b>Birth-8 months</b>	
Explores books with all senses (e.g., sight, touch, even taste)	<b>LKS 8-1 Develops Early Literacy</b>
<b>9-18 months</b>	
Explores books with all senses (e.g., sight, touch, even taste)	<b>LKS 8-1 Develops Early Literacy</b>
<b>19-36 months</b>	
Shows beginning book handling skills (e.g., holds books right-side-up, turns pages one at a time from front-to-back) with adult support	<b>LKS 8-1 Develops Early Literacy</b>
<b>37-48 months</b>	
Imitates the act of reading (e.g., pretends to read to stuffed animals or peers) and shows increasing independence in book handling skills	<b>LKS 8-1 Develops Early Literacy</b>
Knows some features of a book (e.g., title, author, illustrator)	<b>LKS 8-1 Develops Early Literacy</b>
Shows understanding that print carries a message and can represent spoken language	<b>LKS 8-1 Develops Early Literacy</b>
Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)	<b>LKS 8-1 Develops Early Literacy</b>
<b>49-60 months</b>	
Imitates the act of reading (e.g., pretends to read to stuffed animals or peers) and shows increasing independence in book handling skills	<b>LKS 8-1 Develops Early Literacy</b>
Knows some features of a book (e.g., title, author, illustrator)	<b>LKS 8-1 Develops Early Literacy</b>
Shows understanding that print carries a message and can represent spoken language	<b>LKS 8-1 Develops Early Literacy</b>
Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)	<b>LKS 8-1 Develops Early Literacy</b>

<b>Knowledge and Use of Book, Print and Letters</b> - Shows knowledge of the shapes, names, and sounds of letters	
<b>Birth-8 months</b>	

Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: • EL1.1 Shows interest in literacy experiences • EL2.1 Notices and manipulates the sounds of language • EL3.1 Responds to features of books and print	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
<b>9-18 months</b>	
Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: • EL1.1 Shows interest in literacy experiences • EL2.1 Notices and manipulates the sounds of language • EL3.1 Responds to features of books and print	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
<b>19-36 months</b>	
Shows interest in letters by singing the alphabet song, playing with alphabet blocks, looking at alphabet books, etc.	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
Attends to and recognizes simple environmental print (e.g., recognizes stop sign or Walmart® or Lego® logos, although may not say letters)	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
<b>37-48 months</b>	
Shows interest in letters by singing the alphabet song, playing with alphabet blocks, looking at alphabet books, etc.	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
Attends to and recognizes simple environmental print (e.g., recognizes stop sign or Walmart® or Lego® logos, although may not say letters)	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
Recognizes and names an increasing number of letters correctly, especially those in own name	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
Produces the correct sounds for an increasing number of letters	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
<b>49-60 months</b>	
Recognizes and names an increasing number of letters correctly, especially those in own name	<b>LKS 8-2 Develops Alphabetic Knowledge</b>

Produces the correct sounds for an increasing number of letters	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
Shows understanding that a string of letters represents a sequence of spoken sounds (e.g., when writing asks “How do you spell fish?”)	<b>LKS 8-2 Develops Alphabetic Knowledge</b>

\*When learning letter names, children tend to learn uppercase letters before lowercase. When they learn lowercase, they most quickly learn names of letters they already know in the uppercase. Children also learn the letters in their own name more quickly than other letters. Children have an easier time learning the sounds for letters when the letter name provides a “clue” to the sound. For example, learning that the letter B (“bee”) makes the sound /b/ is easier than learning that F (“eff”) makes the sound /f/. Children also have more difficulty with letter-sound connections for letters that represent more than one sound (e.g., the letter C can make the /s/ sound as in city as well as the /k/ sound as in cat.

<b>Knowledge and Use of Books, Print and Letters - Demonstrates emergent writing skills</b>	
<b>Birth-8 months</b>	
Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: • EL1.1 Shows interest in literacy experiences • EL2.1 Notices and manipulates the sounds of language • EL3.1 Responds to features of books and print • PH2.1 Demonstrates fine motor strength, control, and coordination	<b>LKS 9-1 Develops Emergent Writing</b>
<b>9-18 months</b>	
Explores writing tools and movements, making scribble marks with increasing control	<b>LKS 9-1 Develops Emergent Writing</b>
<b>19-36 months</b>	
Explores writing tools and movements, making scribble marks with increasing control	<b>LKS 9-1 Develops Emergent Writing</b>
Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas	<b>LKS 9-1 Develops Emergent Writing</b>
<b>37-48 months</b>	
Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas	<b>LKS 9-1 Develops Emergent Writing</b>

Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces	<b>LKS 9-1 Develops Emergent Writing</b>
Writes an increasing number of letters correctly, especially those in own name	<b>LKS 9-1 Develops Emergent Writing</b>
<b>49-60 months</b>	
Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas	<b>LKS 9-1 Develops Emergent Writing</b>
Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces	<b>LKS 9-1 Develops Emergent Writing</b>
Writes an increasing number of letters correctly, especially those in own name	<b>LKS 9-1 Develops Emergent Writing</b>
Writes first name with or without mistakes*	<b>LKS 9-1 Develops Emergent Writing</b>
Uses early invented spelling (writes initial and/or final sounds to represent whole word; e.g., writes MK for milk)*	<b>LKS 9-1 Develops Emergent Writing</b>

\* May still include letter-like forms, write letters backward, exclude letters or switch their order, and/or may not always write left to right

<b>Mathematical Thinking</b>	
<b>Number Concept and Operations -</b> Demonstrates number sense and an understanding of quantity	
<b>Birth-8 months</b>	
Attends to quantity while playing with objects (e.g., reaches or looks for more than one object)	<b>CM 10-1 Begins Counting</b>
<b>9-18 months</b>	
Knows some number names (e.g., joins in counting songs, says or gestures “two” when asked age), and later in this age range says or signs more number words in sequence with occasional errors (e.g., says “one, two, three, five”)	<b>CM 10-1 Begins Counting</b>

Places objects in one-to-one correspondence; later in this age period, begins to use the words more, "less," or "the same"	<b>CM 10-1 Begins Counting</b>
Shows early one-to-one correspondence* when supported by context (e.g., places one plastic egg in each indentation in a muffin tin)	<b>CM 10-1 Begins Counting</b>
<b>19-36 months</b>	
Knows some number names (e.g., joins in counting songs, says or gestures "two" when asked age), and later in this age range says or signs more number words in sequence with occasional errors (e.g., says "one, two, three, five")	<b>CM 10-1 Begins Counting</b>
Visually determines (without counting) which group of objects has more or less for groups of five or fewer objects (e.g., chooses a group that has more of a preferred item; indicates which group of crackers has more when prompted)	<b>CM 10-1 Begins Counting</b>
Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)	<b>CM 10-1 Begins Counting</b>
Instantly recognizes without counting (subitizes) the number of objects in sets of one to three objects	<b>CM 10-1 Begins Counting</b>
<b>37-48 months</b>	
Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range	<b>CM 10-1 Begins Counting</b>
Identifies place in a series using terms like first, second, last, etc. (ordinality)	<b>CM 10-1 Begins Counting</b>
Counts to determine and compare whether the number of objects in one group is more than, less than, or the	<b>CM 10-1 Begins Counting</b>

same as objects in another group (for groups of five to ten objects)	
Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)	<b>CM 10-1 Begins Counting</b>
Instantly recognizes without counting (subitizes) objects in sets of one to four objects (e.g., when playing game where teacher changes the number of blocks under a sheet and then uncovers them, child correctly identifies number of blocks without counting)	<b>CM 10-2 Builds and Observes Sets</b>
Begins to use numerals to represent and communicate quantity (e.g., puts three counting bears on a card with the numeral "3" in a game)	<b>CM 10-2 Builds and Observes Sets</b>
Shows increasing understanding of the concept of zero (e.g., holds up closed fist to show "no more monkeys jumping on the bed" during the last verse of the song; when teacher takes all of counting bears during a game and asks, "Now how many do you have?" child responds "None!")	<b>CM 10-1 Begins Counting</b>
Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)	<b>CM 10-2 Builds and Observes Sets</b>
<b>49-60 months</b>	
Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range	<b>CM 10-1 Begins Counting</b>
Names what number comes after another number with decreasing need to count up from one (e.g., When asked "What comes after four?" immediately says "Five" instead of "One, two, three, four, five...five!")	<b>CM 10-1 Begins Counting</b>

Counts to determine and compare whether the number of objects in one group is more than, less than, or the same as objects in another group (for groups of five to ten objects)	<b>CM 10-1 Begins Counting</b>
Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)	<b>CM 10-1 Begins Counting</b>
Instantly recognizes without counting (subitizes) objects in sets of one to four objects (e.g., when playing game where teacher changes the number of blocks under a sheet and then uncovers them, child correctly identifies number of blocks without counting)	<b>CM 10-2 Builds and Observes Sets</b>
Begins to use numerals to represent and communicate quantity (e.g., puts three counting bears on a card with the numeral “3” in a game)	<b>CM 10-2 Builds and Observes Sets</b>
Shows increasing understanding of the concept of zero (e.g., holds up closed fist to show “no more monkeys jumping on the bed” during the last verse of the song; when teacher takes all of counting bears during a game and asks, “Now how many do you have?” child responds “None!”)	<b>CM 10-1 Begins Counting</b>
Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)	<b>CM 10-2 Builds and Observes Sets</b>

**One-to-one correspondence:** matching each item in a set to one—and only one—item in another set or, in counting, matching one number word to each object in a set being counted.

<b>Number Concepts and Operations</b> - Explores combining and separating groups (numerical operations)	
<b>Birth-8 months</b>	
Typical development of these skills tends to emerge after 8 months. However, foundations of this learning	<b>CM 11-1 Learns Measurement and Quantities</b>

goal are built through: • MT1.1 Demonstrates number sense and an understanding of quantity	
<b>9-18 months</b>	
Shows increasing understanding of changes in quantity by using and responding to phrases like “more,” “less,” and “all gone” and later in this age range “one fewer” and “one more” (e.g., when prompted, child hands peer one more block)	<b>CM 11-1 Learns Measurement and Quantities</b>
With increasing independence creates larger and smaller groups of objects (e.g., placing and removing rings on a vertical peg) and later in this age range adds and subtracts with sets of objects smaller than three with adult support (e.g., “subtracts” from a group of three toys by offering one to an adult, then pointing to the remaining toys and communicating “Two”)	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>19-36 months</b>	
Shows increasing understanding of changes in quantity by using and responding to phrases like “more,” “less,” and “all gone” and later in this age range “one fewer” and “one more” (e.g., when prompted, child hands peer one more block)	<b>CM 11-1 Learns Measurement and Quantities</b>
With increasing independence creates larger and smaller groups of objects (e.g., placing and removing rings on a vertical peg) and later in this age range adds and subtracts with sets of objects smaller than three with adult support (e.g., “subtracts” from a group of three toys by offering one to an adult, then pointing to the remaining toys and communicating “Two”)	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>37-48 months</b>	
Shows increased understanding that adding to or taking away objects from a group will increase or decrease the number of objects in the set (e.g.,	<b>CM 10-3 Learns Addition, Subtraction and Division</b>

communicates, "I wanted more green blocks so my friend gave me three of his") and can describe parts of a group (e.g., Says, "I have four cubes. Two are red, and two are blue")	
Using fingers or manipulatives as tools, shows increasing ability to solve simple addition problems by joining objects together for increasingly larger totals (up to 10; e.g. when adding a group of 3 and a group of 2, counts "one, two, three..." and then counts on "four, five!" keeping track with fingers)	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
Using fingers or manipulatives as tools, shows increasing ability to solve simple subtraction problems by separating increasingly larger totals (up to 10; e.g., when asked how many counting bears will be left from a group of six if a friend takes two, child moves two bears to the side then counts remaining bears, "one, two, three, four...four bears!")	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
Explores early division concepts by dividing objects into "fair-share" groups (e.g., gives three peers each two pieces of play fruit while playing restaurant) and identifying the concepts of a fraction whole and half by using real objects (e.g., identifies two equal parts of an apple or graham cracker as a half)	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
<b>49-60 months</b>	
Shows increased understanding that adding to or taking away objects from a group will increase or decrease the number of objects in the set (e.g., communicates, "I wanted more green blocks so my friend gave me three of his") and can describe parts of a group (e.g., Says, "I have four cubes. Two are red, and two are blue")	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
Using fingers or manipulatives as tools, shows increasing ability to solve simple addition problems by	<b>CM 10-3 Learns Addition, Subtraction and Division</b>

joining objects together for increasingly larger totals (up to 10; e.g. when adding a group of 3 and a group of 2, counts “one, two, three...” and then counts on “four, five!” keeping track with fingers)	
Using fingers or manipulatives as tools, shows increasing ability to solve simple subtraction problems by separating increasingly larger totals (up to 10; e.g., when asked how many counting bears will be left from a group of six if a friend takes two, child moves two bears to the side then counts remaining bears, “one, two, three, four...four bears!”)	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
Explores early division concepts by dividing objects into “fair-share” groups (e.g., gives three peers each two pieces of play fruit while playing restaurant) and identifying the concepts of a fraction whole and half by using real objects (e.g., identifies two equal parts of an apple or graham cracker as a half)	<b>CM 10-3 Learns Addition, Subtraction and Division</b>

<b>Algebraic Thinking - Uses classification and patterning skills</b>	
<b>Birth-8 months</b>	
Explores the characteristics of objects through various means (e.g., banging, mouthing, dropping) and shows different responses to familiar and unfamiliar people and situations	<b>CS 13-1 Explores Objects</b>
Enjoys and anticipates repetition in activities and daily routines (e.g., smiles in anticipation of adult revealing face during peek-a-boo; makes vocalizations upon hearing a familiar song that is sung each time they are diapered)	<b>CS 13-1 Explores Objects</b>
<b>9-18 months</b>	
Explores the characteristics of objects through various means (e.g., banging, mouthing, dropping) and	<b>CS 13-1 Explores Objects</b>

shows different responses to familiar and unfamiliar people and situations	
Forms groups of like objects based on broad categories (e.g., puts toy cars in one pile and toy animals in another) and later in this age range, child can name the attribute used in sorting	<b>CS 13-1 Explores Objects</b>
Enjoys and anticipates repetition in activities and daily routines (e.g., smiles in anticipation of adult revealing face during peek-a-boo; makes vocalizations upon hearing a familiar song that is sung each time they are diapered)	<b>CS 13-1 Explores Objects</b>
Repeats certain action sequences intuitively (e.g., fills up and dumps out container repeatedly) and joins in or copies simple patterns (e.g., does stomp-clap-stomp-clap movements during a song with modeling and support) Later in this age range, shows recognition of simple ABAB patterns (e.g., points to stripes on a shirt and communicates, "Black, white, black, white.")	<b>CS 13-1 Explores Objects</b>
<b>19-36 months</b>	
Forms groups of like objects based on broad categories (e.g., puts toy cars in one pile and toy animals in another) and later in this age range, child can name the attribute used in sorting	<b>CS 13-1 Explores Objects</b>
Sorts objects based on a single, simple characteristic (e.g., color, shape, size) with increasing ability to sort into more than two categories (e.g., making three color groups instead of two color groups)	<b>CS 13-2 Classifies or Sorts Objects</b>
Repeats certain action sequences intuitively (e.g., fills up and dumps out container repeatedly) and joins in or copies simple patterns (e.g., does stomp-clap-stomp-clap movements during a song with modeling and support) Later in this age range,	<b>CS 13-1 Explores Objects</b>

shows recognition of simple ABAB patterns (e.g., points to stripes on a shirt and communicates, "Black, white, black, white.")	
<b>37-48 months</b>	
Sorts objects based on a single, simple characteristic (e.g., color, shape, size) with increasing ability to sort into more than two categories (e.g., making three color groups instead of two color groups)	<b>CM 11-2 Understands Patterns</b>
Recognizes, extends, and replicates simple repeating patterns* (e.g., triangle, square, triangle, square or repeated music verses)	<b>CM 11-2 Understands Patterns</b>
<b>49-60 months</b>	
Sorts objects by more than one attribute (e.g., color and shape); attends to more complex attributes (e.g., weight, texture); Sorts and then resorts based on a different characteristic (e.g., sorts by size and then by color)	<b>CM 11-2 Understands Patterns</b>
Recognizes, extends, and replicates simple repeating patterns* (e.g., triangle, square, triangle, square or repeated music verses)	<b>CM 11-2 Understands Patterns</b>
Creates own patterns in different forms (e.g., objects, sounds, movements) and fills in missing elements of a simple pattern (e.g., selects a green counting bear and completes the series of bears set out by the teacher: yellow, green, green, yellow, green, green, yellow, _____, green)	<b>CM 11-2 Understands Patterns</b>

\*Simple patterns include ABAB format (e.g., cat, cow, cat, cow) and AAB or ABB patterns (ABB Pattern: red, blue, blue, red, blue, blue). It is important when presenting patterns to children that the pattern unit be repeated twice to establish the pattern (e.g., AAB pattern: square, square, circle, square, square, circle).

<b>Measurement and Comparison -</b> Participates in exploratory measurement activities and compares objects	
<b>Birth-8 months</b>	

Explores the size and shape of objects in various ways (e.g., grasping, mouthing, banging, dropping)	<b>CS 13-1 Explores Objects</b>
<b>9-18 months</b>	
Investigates properties of objects and materials (e.g., volume, relative size) through exploration and play (e.g., tries to squeeze large object into smaller container, pours liquid from one container to another); later in this age range labels some attributes of objects (e.g., recognizes length by communicating "I'm tall")	<b>CM 11-1 Learns Measurements and Quantities</b>
Uses descriptive words or signs of increasing complexity including "big," "little," "hot," "cold," and makes simple comparisons (e.g., indicates which ball is bigger, correctly compares collections that are quite - different in size)	<b>CM 11-1 Learns Measurements and Quantities</b>
<b>19-36 months</b>	
Investigates properties of objects and materials (e.g., volume, relative size) through exploration and play (e.g., tries to squeeze large object into smaller container, pours liquid from one container to another); later in this age range labels some attributes of objects (e.g., recognizes length by communicating "I'm tall")	<b>CM 11-1 Learns Measurements and Quantities</b>
Uses descriptive words or signs of increasing complexity including "big," "little," "hot," "cold," and makes simple comparisons (e.g., indicates which ball is bigger, correctly compares collections that are quite - different in size)	<b>CM 11-1 Learns Measurements and Quantities</b>
<b>37-48 months</b>	
Measures attributes of objects (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale,	<b>CM 11-1 Learns Measurements and Quantities</b>

ruler) with increasing independence and initiation of activity	
Directly compares objects to see which is longer and later in this age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects)	<b>CM 11-1 Learns Measurements and Quantities</b>
Uses comparative language (e.g., “shorter,” “heaviest”) to directly compare two or more objects (e.g., identifies “small,” “smaller,” “smallest”)	<b>CM 11-1 Learns Measurements and Quantities</b>
Shows increasing ability to identify that different arrangements of the same number of objects are equal; begins to count to compare	<b>CM 11-1 Learns Measurements and Quantities</b>
Organizes a small set of objects (i.e., three to five) in an increasing or decreasing order (seriation; e.g., arranges a set of twigs from shortest to longest)	<b>CM 11-1 Learns Measurements and Quantities</b>
<b>49-60 months</b>	
Measures attributes of objects (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale, ruler) with increasing independence and initiation of activity	<b>CM 11-1 Learns Measurements and Quantities</b>
Directly compares objects to see which is longer and later in this age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects)	<b>CM 11-1 Learns Measurements and Quantities</b>
Uses comparative language (e.g., “shorter,” “heaviest”) to directly compare two or more objects (e.g., identifies “small,” “smaller,” “smallest”)	<b>CM 11-1 Learns Measurements and Quantities</b>
Shows increasing ability to identify that different arrangements of the	<b>CM 11-1 Learns Measurements and Quantities</b>

same number of objects are equal; begins to count to compare	
Organizes a small set of objects (i.e., three to five) in an increasing or decreasing order (seriation; e.g., arranges a set of twigs from shortest to longest)	<b>CM 11-1 Learns Measurements and Quantities</b>

<b>Geometry and Spatial Sense -</b> Explores and describes shapes and spatial relationships*	
<b>Birth-8 months</b>	
Explores the size and shape of objects in various ways (e.g., grasping, mouthing, banging, dropping)	<b>CS 13-1 Explores Objects</b>
Explores how objects move (e.g., tracking objects with eyes and head, pushing cars down a ramp) and their own spatial sense (e.g., rolling over, bumping into things, trying to sit on chair that is too small)	<b>CS 12-2 Develops Spatial Awareness</b>
<b>9-18 months</b>	
Matches and sorts familiar shapes with increasing ability to do so with shapes of different sizes or orientations (e.g., puts small square and large square together; picks up triangle block to put in shape sorter even if block is rotated at a different orientation, e.g., ^ and > )	<b>CS 12-1 Learns Shapes &amp; Sizes</b>
Explores how objects move (e.g., tracking objects with eyes and head, pushing cars down a ramp) and their own spatial sense (e.g., rolling over, bumping into things, trying to sit on chair that is too small)	<b>CS 12-2 Develops Spatial Awareness</b>
Responds to and uses basic spatial directions (e.g., “reach up,” “slide down”) and simple prepositions (e.g., on, in, under, up), especially when accompanied by gestures	<b>CS 12-2 Develops Spatial Awareness</b>
<b>19-36 months</b>	
Matches and sorts familiar shapes with increasing ability to do so with shapes of different sizes or	<b>CS 12-1 Learns Shapes &amp; Sizes</b>

orientations (e.g., puts small square and large square together; picks up triangle block to put in shape sorter even if block is rotated at a different orientation, e.g., ^ and > )	
Responds to and uses basic spatial directions (e.g., “reach up,” “slide down”) and simple prepositions (e.g., on, in, under, up), especially when accompanied by gestures	<b>CS 12-2 Develops Spatial Awareness</b>
<b>37-48 months</b>	
Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid) and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides)	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
Uses increasingly complex spatial vocabulary (e.g., inside, beside, below); follows directions related to directionality, order, and position in space (e.g., “move forward,” “put it behind the green car”); and without needing to handle the object can mentally turn an object to perform simple tasks (e.g., communicates to a friend, “If you turn the puzzle piece it will fit”)	<b>CM 12-2 Develops Spatial Awareness</b>
Builds increasingly complex designs, pictures, and structures using two- and three-dimensional shapes (e.g., uses circles and rectangles to make a snowman image, constructs a castle out of building blocks), progressing from using one shape for each part of a picture to using several shapes to make one part	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
Combines, rotates, flips, and separates shapes to create designs (e.g., using parquetry blocks) and to make other shapes (e.g., combines	<b>CM 12-2 Develops Spatial Awareness</b>

<p>two wood triangle-shaped unit blocks to make a square and later in this age range shows increasing ability to predict which shapes might be used to create other shapes</p>	
<p><b>49-60 months</b></p>	
<p>Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid) and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides)</p>	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p>
<p>Uses increasingly complex spatial vocabulary (e.g., inside, beside, below); follows directions related to directionality, order, and position in space (e.g., “move forward,” “put it behind the green car”); and without needing to handle the object can mentally turn an object to perform simple tasks (e.g., communicates to a friend, “If you turn the puzzle piece it will fit”)</p>	<p><b>CM 12-2 Develops Spatial Awareness</b></p>
<p>Builds increasingly complex designs, pictures, and structures using two- and three-dimensional shapes (e.g., uses circles and rectangles to make a snowman image, constructs a castle out of building blocks), progressing from using one shape for each part of a picture to using several shapes to make one part</p>	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p>
<p>Combines, rotates, flips, and separates shapes to create designs (e.g., using parquetry blocks) and to make other shapes (e.g., combines two wood triangle-shaped unit blocks to make a square and later in this age range shows increasing ability to predict which shapes might be used to create other shapes</p>	<p><b>CM 12-2 Develops Spatial Awareness</b></p>

**Spatial relationships** = the positions of objects in space and how objects are oriented in relation to one another (e.g., whether something is over, under, beside, or on another object)

<b>Science</b>	
<b>Scientific Practices</b> - Engages in the scientific process to collect, analyze, and communicate information	
<b>Birth-8 months</b>	
Explores and manipulates objects using multiple senses (e.g. touch, taste, sight, smell, sound)	<b>CS 13-1 Explores Objects</b>
Recognizes ability to make things happen (e.g., hits or kicks an object and it moves) and intentionally repeats actions to observe the reaction (e.g., bangs block on floor repeatedly to hear the sound it makes; flips switches on and off; splashes hands in water to see toys move)	<b>CS 14-2 Makes Predictions</b>
<b>9-18 months</b>	
Explores and manipulates objects using multiple senses (e.g. touch, taste, sight, smell, sound)	<b>CS 13-1 Explores Objects</b>
Recognizes ability to make things happen (e.g., hits or kicks an object and it moves) and intentionally repeats actions to observe the reaction (e.g., bangs block on floor repeatedly to hear the sound it makes; flips switches on and off; splashes hands in water to see toys move)	<b>CS 14-2 Makes Predictions</b>
<b>19-36 months</b>	
Asks questions, makes observations, and predictions about the world around them with adult support (e.g., "Where snow go?"; describes texture of fabrics as soft, scratchy, or bumpy when prompted; predicts that apples will be served for snack)	<b>CS 14-2 Makes Predictions</b>
Explores cause-and-effect relationships by varying actions to change the reaction (e.g., mixes red	<b>CS 14-2 Makes Predictions</b>

paint with blue paint, then mixes red paint with green paint; changes the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down)	
<b>37-48 months</b>	
Asks questions, makes observations, and predictions about the world around them with adult support (e.g., "Where snow go?"; describes texture of fabrics as soft, scratchy, or bumpy when prompted; predicts that apples will be served for snack)	<b>CS 13-1 Explores Objects</b>
Explores cause-and-effect relationships by varying actions to change the reaction (e.g., mixes red paint with blue paint, then mixes red paint with green paint; changes the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down)	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Engages in adult-supported investigations; forms and tests hypotheses (e.g., mixes soil and water to make mud; builds a "bridge" out of classroom materials and seeing how many foam blocks it will hold before collapsing; waters seeds in one container, but not another to answer the question, "Do plants need water to grow?")	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
With adult assistance, analyzes, interprets, and communicates data (e.g., compares initial prediction of which objects would float to actual results; records information through a drawing or dictation)	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
<b>49-60 months</b>	
Asks questions about the world (e.g., "What do plants need to grow?") and seeks answers from various sources (e.g., asks teacher to help find information about spiders in a book)	<b>CS 13-1 Explores Objects</b>
Makes increasingly complex observations about objects and	<b>CS 13-1 Explores Objects</b>

events (e.g., notices that outdoor area smells different after rain)	
Makes predictions about what might happen based on past experience (e.g., “I think that adding yellow paint to blue paint will make green”, “I think the ping pong ball will float”)	<b>CS 14-2 Makes Predictions</b>
Engages in adult-supported investigations; forms and tests hypotheses (e.g., mixes soil and water to make mud; builds a “bridge” out of classroom materials and seeing how many foam blocks it will hold before collapsing; waters seeds in one container, but not another to answer the question, “Do plants need water to grow?”)	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
With adult assistance, analyzes, interprets, and communicates data (e.g., compares initial prediction of which objects would float to actual results; records information through a drawing or dictation)	<b>CS 14-4 Draws Conclusions and Sorts Results</b>

<b>Knowledge of Science Concepts -</b> Demonstrates knowledge of core science ideas and concepts	
<b>Birth-8 months</b>	
Shows beginning awareness of parts of own body and how to use them to interact with the world in specific ways (e.g., using hands to pick up things; later in this age range leans ear closer to window when adult says, “Listen! Can you hear that outside?”)	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Explores characteristics of different animals, materials, and objects (e.g., explores different textures in touch-and-feel books; touches mouth of caregiver who is singing to see where sound is coming from)	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Anticipates familiar routines and activities (e.g., mealtimes) and notices changes in the environment (e.g., later in this age range points to	<b>CS 14-4 Draws Conclusions and Sorts Results</b>

a piece of furniture that has been moved)	
<b>9-18 months</b>	
Shows beginning awareness of parts of own body and how to use them to interact with the world in specific ways (e.g., using hands to pick up things; later in this age range leans ear closer to window when adult says, "Listen! Can you hear that outside?")	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Explores characteristics of different animals, materials, and objects (e.g., explores different textures in touch-and-feel books; touches mouth of caregiver who is singing to see where sound is coming from)	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Anticipates familiar routines and activities (e.g., mealtimes) and notices changes in the environment (e.g., later in this age range points to a piece of furniture that has been moved)	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
<b>19-36 months</b>	
Identifies parts of a whole (e.g., labels parts of a toy car such as door, wheel, headlight) and with adult support can describe their basic functions	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Observes and describes basic features and functions of living things, objects, and materials (e.g., talks about body parts and their uses; describes attributes of materials related to their function by using words like strong, squishy, round, soft; communicates, "Windows are clear so we can see through them")	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Describes changes in the environment with adult support (e.g., talks about weather conditions such as rain, snow, and wind; notices clouds changing shape and moving across the sky)	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
<b>37-48 months</b>	

<p>Identifies parts of a whole (e.g., labels parts of a toy car such as door, wheel, headlight) and with adult support can describe their basic functions</p>	<p><b>CS 14-4 Draws Conclusions and Sorts Results</b></p>
<p>With adult support asks questions and makes comments about parts of more complex systems and how they interact to make it function (e.g., talks about roles of members of their family; asks about the gears and parts of a wind-up toy and how they make it work)</p>	<p><b>CS 14-4 Draws Conclusions and Sorts Results</b></p>
<p>Observes and describes basic features and functions of living things, objects, and materials (e.g., talks about body parts and their uses; describes attributes of materials related to their function by using words like strong, squishy, round, soft; communicates, "Windows are clear so we can see through them")</p>	<p><b>CS 14-4 Draws Conclusions and Sorts Results</b></p>
<p>Describes changes in the environment with adult support (e.g., talks about weather conditions such as rain, snow, and wind; notices clouds changing shape and moving across the sky)</p>	<p><b>CS 14-4 Draws Conclusions and Sorts Results</b></p>
<p>Observes and describes environmental changes over time with increasing sophistication (e.g., comments on flowers blooming in the spring; notices when branches have been trimmed from a tree; communicates, "The sun made the slide hot!"; notices the shape of the moon changing over time)</p>	<p><b>CS 14-4 Draws Conclusions and Sorts Results</b></p>
<p>Demonstrates an understanding that living things change over time in size and other capacities as they grow (e.g., talks about similarities and differences between babies and adults; acts out a song about growth by pretending to be a plant and demonstrating with body how a seed grows into a seedling then a tree)</p>	<p><b>CS 14-4 Draws Conclusions and Sorts Results</b></p>

<b>49-60 months</b>	
With adult support asks questions and makes comments about parts of more complex systems and how they interact to make it function (e.g., talks about roles of members of their family; asks about the gears and parts of a wind-up toy and how they make it work)	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Makes observations and generalizations about structure and function (e.g., generalizes that objects that are round will roll; talks about why plants need stems; describes why birds can fly and people can't)	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Observes and describes environmental changes over time with increasing sophistication (e.g., comments on flowers blooming in the spring; notices when branches have been trimmed from a tree; communicates, "The sun made the slide hot!"; notices the shape of the moon changing over time)	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
Demonstrates an understanding that living things change over time in size and other capacities as they grow (e.g., talks about similarities and differences between babies and adults; acts out a song about growth by pretending to be a plant and demonstrating with body how a seed grows into a seedling then a tree)	<b>CS 14-4 Draws Conclusions and Sorts Results</b>

<b>Knowledge of Science Content -</b> Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials	
<b>Birth-8 months</b>	
Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming in a bowl or aquarium; points and squeals when sees a dog; runs hand	<b>CS 15-1 Explores the Natural Environment</b>

over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)	
Shows interest in the natural world (e.g., closes eyes and tilts head up to feel breeze on face; touches flowers and plants; investigates natural materials such as water, dirt, and leaves)	<b>CS 15-1 Explores the Natural Environment</b>
Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures)	<b>CS 15-1 Explores the Natural Environment</b>
<b>9-18 months</b>	
Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming in a bowl or aquarium; points and squeals when sees a dog; runs hand over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)	<b>CS 15-1 Explores the Natural Environment</b>
Shows interest in the natural world (e.g., closes eyes and tilts head up to feel breeze on face; touches flowers and plants; investigates natural materials such as water, dirt, and leaves)	<b>CS 15-1 Explores the Natural Environment</b>
Helps care for the environment (e.g., throws away a used paper towel; participates in some way in clean-up time)	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures)	<b>CS 15-1 Explores the Natural Environment</b>
<b>19-36 months</b>	
Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming	<b>CS 15-1 Explores the Natural Environment</b>

in a bowl or aquarium; points and squeals when sees a dog; runs hand over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)	
Shows interest in the natural world (e.g., closes eyes and tilts head up to feel breeze on face; touches flowers and plants; investigates natural materials such as water, dirt, and leaves)	<b>CS 15-1 Explores the Natural Environment</b>
Helps care for the environment (e.g., throws away a used paper towel; participates in some way in clean-up time)	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures)	<b>CS 15-1 Explores the Natural Environment</b>
<b>37-48 months</b>	
With increasing independence, asks and answers questions about the similarities, differences, and categories of plants and animals (e.g., talks about how birds have feathers covering their bodies, but snakes have scales)	<b>CS 15-1 Explores the Natural Environment</b>
Shows curiosity and knowledge about how living things grow and change over time (e.g., talks about how kitten at home is getting bigger; asks why leaves change color)	<b>CS 15-1 Explores the Natural Environment</b>
With adult support describes characteristics that define living things (e.g., breathes, moves, grows)	<b>CS 15-1 Explores the Natural Environment</b>
Shows curiosity about the relationship of living things to their environments/habitats (e.g., asks why fish always live in water; wonders where birds sleep)	<b>CS 15-1 Explores the Natural Environment</b>
Investigates and uses increasingly complex vocabulary to describe natural elements in the environment	<b>CS 15-1 Explores the Natural Environment</b>

(e.g., observes a group of ants moving on the playground and comments, “They’re moving around like they’re scared”; draws different kinds of leaves in the science center and communicates “This one has round edges, this one has pointy edges.”)	
Demonstrates respect for the environment (e.g., observes flowers or insects without intruding or destroying; picks up a piece of litter and says, “Animals might get sick if they eat this”)	<b>CS 15-1 Explores the Natural Environment</b>
Uses observable characteristics to describe and categorize physical objects and materials based on similarities and differences (e.g., after participating in an investigation, sorts items into those that float and those that sink; sorts objects made of wood and those made of plastic)	<b>CS 15-1 Explores the Natural Environment</b>
<b>49-60 months</b>	
With increasing independence, asks and answers questions about the similarities, differences, and categories of plants and animals (e.g., talks about how birds have feathers covering their bodies, but snakes have scales)	<b>CS 15-1 Explores the Natural Environment</b>
Shows curiosity and knowledge about how living things grow and change over time (e.g., talks about how kitten at home is getting bigger; asks why leaves change color)	<b>CS 15-1 Explores the Natural Environment</b>
With adult support describes characteristics that define living things (e.g., breathes, moves, grows)	<b>CS 15-1 Explores the Natural Environment</b>
Shows curiosity about the relationship of living things to their environments/habitats (e.g., asks why fish always live in water; wonders where birds sleep)	<b>CS 15-1 Explores the Natural Environment</b>
Investigates and uses increasingly complex vocabulary to describe natural elements in the environment	<b>CS 15-1 Explores the Natural Environment</b>

(e.g., observes a group of ants moving on the playground and comments, “They’re moving around like they’re scared”; draws different kinds of leaves in the science center and communicates “This one has round edges, this one has pointy edges.”)	
Demonstrates respect for the environment (e.g., observes flowers or insects without intruding or destroying; picks up a piece of litter and says, “Animals might get sick if they eat this”)	<b>CS 15-1 Explores the Natural Environment</b>
Uses observable characteristics to describe and categorize physical objects and materials based on similarities and differences (e.g., after participating in an investigation, sorts items into those that float and those that sink; sorts objects made of wood and those made of plastic)	<b>CS 15-1 Explores the Natural Environment</b>

<b>Knowledge of Science Content -</b> Uses tools and engineering practices to explore and solve problems	
<b>Birth-8 months</b>	
Uses body parts as tools to obtain a result (e.g., reaches out and grasps a rattle)	<b>CS 14-1 Solves Problems</b>
<b>9-18 months</b>	
Uses own body, other people, or objects to make something happen (e.g., pulls an adult’s hand and guides it to push a button on a toy; later in this age range uses an object to reach something under a chair)	<b>CS 14-1 Solves Problems</b>
<b>19-36 months</b>	
Uses own body, other people, or objects to make something happen (e.g., pulls an adult’s hand and guides it to push a button on a toy; later in this age range uses an object to reach something under a chair)	<b>CS 14-1 Solves Problems</b>
Explores and later in this age range identifies simple machines such as	<b>CS 14-1 Solves Problems</b>

ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)	
Explores principles such as stability and balance (e.g., building block structure) and force and motion (e.g., rolling a car down a ramp)	<b>CS 14-1 Solves Problems</b>
<b>37-48 months</b>	
Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)	<b>CS 14-1 Solves Problems</b>
Uses a variety of tools (e.g., ruler, balance scale, magnifying glass, toy stethoscope, unit blocks, measuring cups, thermometer) to gather information, investigate objects, and solve problems	<b>CS 14-1 Solves Problems</b>
Communicates how tools are used by people in their world (e.g., ladders help firefighters, stethoscopes help doctors and nurses)	<b>CS 14-1 Solves Problems</b>
Explores principles such as stability and balance (e.g., building block structure) and force and motion (e.g., rolling a car down a ramp)	<b>CS 14-1 Solves Problems</b>
Shows increased understanding of relationships between variables and outcomes (e.g., steepness of a ramp and speed of a rolled ball; size of blocks and stability of structure)	<b>CS 14-1 Solves Problems</b>
<b>49-60 months</b>	
Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand	<b>CS 14-1 Solves Problems</b>

table; explores manipulative toys that use gears)	
Uses a variety of tools (e.g., ruler, balance scale, magnifying glass, toy stethoscope, unit blocks, measuring cups, thermometer) to gather information, investigate objects, and solve problems	<b>CS 14-1 Solves Problems</b>
Communicates how tools are used by people in their world (e.g., ladders help firefighters, stethoscopes help doctors and nurses)	<b>CS 14-1 Solves Problems</b>
Shows increased understanding of relationships between variables and outcomes (e.g., steepness of a ramp and speed of a rolled ball; size of blocks and stability of structure)	<b>CS 14-1 Solves Problems</b>
With adult support, generates multiple solutions to problems, tests solutions and revises them, (e.g., builds block tower that falls with a foundation of small blocks; uses bigger blocks the next time) and develops increasingly detailed explanations of their ideas and reasons for outcomes	<b>CS 14-1 Solves Problems</b>

\***Engineering Practice** = the application of scientific principles to determine criteria for a successful solution to a problem and identify constraints.

<b>Knowledge of Science Content -</b> Engages in developmentally appropriate interactions with technology* and media that support creativity, exploration, and play	
<b>Birth-8 months</b>	
Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: • CD1.1 Shows curiosity and a willingness to try new things	
<b>9-18 months</b>	
Explores and uses simple tools (e.g., spoons, hairbrushes, crayons) and later in this age range common devices such as sinks and toilets	<b>CS 13-3 Learns Using Technology</b>

<b>19-36 months</b>	
Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the “office” prop box to pretend to write someone a letter)	<b>CS 13-3 Learns Using Technology</b>
Explores and uses simple tools (e.g., spoons, hairbrushes, crayons) and later in this age range common devices such as sinks and toilets	<b>CS 13-3 Learns Using Technology</b>
<b>37-48 months</b>	
Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the “office” prop box to pretend to write someone a letter)	<b>CS 13-3 Learns Using Technology</b>
Develops knowledge of and explores the functionality of simple digital devices (e.g., touch screen, e-book reader, digital camera, copier, light table, music player)**	<b>CS 13-3 Learns Using Technology</b>
Identifies technology tools for multiple purposes, including creating, problem solving, gathering information, and documenting (e.g., creates a picture or story on an electronic device, suggests looking up a question or the meaning of a word on the internet, records a story made up on a recording device)	<b>CS 13-3 Learns Using Technology</b>
Shows knowledge of how to use technology in safe, healthy, acceptable, responsible, and socially positive ways (e.g., suggests sending a get-well message to a friend who is sick)	<b>CS 13-3 Learns Using Technology</b>
Follows directions and class rules for using digital devices (can log in and out; keeps foreign materials away from equipment; handles equipment with care; knows the time limit or sign up rule for access to the device)	<b>CS 13-3 Learns Using Technology</b>
<b>49-60 months</b>	
Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a	<b>CS 13-3 Learns Using Technology</b>

keyboard in the “office” prop box to pretend to write someone a letter	
Develops knowledge of and explores the functionality of simple digital devices (e.g., touch screen, e-book reader, digital camera, copier, light table, music player)**	<b>CS 13-3 Learns Using Technology</b>
Identifies technology tools for multiple purposes, including creating, problem solving, gathering information, and documenting (e.g., creates a picture or story on an electronic device, suggests looking up a question or the meaning of a word on the internet, records a story made up on a recording device)	<b>CS 13-3 Learns Using Technology</b>
Shows knowledge of how to use technology in safe, healthy, acceptable, responsible, and socially positive ways (e.g., suggests sending a get-well message to a friend who is sick)	<b>CS 13-3 Learns Using Technology</b>
Follows directions and class rules for using digital devices (can log in and out; keeps foreign materials away from equipment; handles equipment with care; knows the time limit or sign up rule for access to the device)	<b>CS 13-3 Learns Using Technology</b>

\*Arkansas’s child care licensing requirements prohibit the use of television, DVDs, video cassettes and computer/video games and other screen time activities for children younger than two years of age. New recommendations published in the fall of 2015 by the American Academy of Pediatrics (AAP) reinforce this regulation and suggest that optimal educational media opportunities begin after age 2. The guidance discourages the use of screen media for children under the age of 2 as neuroscience suggests that very young children learn best through two-way, social, and language-rich interactions. However, the AAP guidance does acknowledge some appropriate uses of technology for infants and toddlers such as viewing digital photos, participating in Skype interactions with loved ones, co-viewing e-books, and engaging with some interactive apps.<sup>1</sup> \*\*Children’s proficiency using technology tools will differ in large part due to varying amounts of exposure and modeling they receive in their home environment, which may depend on family values and attitudes toward technology as well as access to technology tools and associated resources (e.g., broadband internet connection) 1 Brown, A., Shifrin, D.L., & Hill, D.L. (2015). Beyond “turn it off”: How to advise families on media use. *AAP News*, 36, 10, 5-55. doi: 10.1542/aapnews.20153610-54

<b>Social Studies</b>	
-----------------------	--

<b>Family, Community and Culture -</b> Demonstrates positive connection to family and community	
<b>Birth-8 months</b>	
Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: • SE1.1 Forms trusting relationships with nurturing adults • SE1.2 Interacts with peers • SE3.1 Shows awareness of self as unique individual • CD 3.2 Engages in symbolic and abstract thinking	
<b>9-18 months</b>	
Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: • SE1.1 Forms trusting relationships with nurturing adults • SE1.2 Interacts with peers • SE3.1 Shows awareness of self as unique individual • CD 3.2 Engages in symbolic and abstract thinking	
<b>19-36 months</b>	
Begins to identify as a member of a classroom or group (e.g., “I’m a Ladybug [class name]”) and follows simple rules with adult support	<b>SED 6-3 Cooperates with Peers</b>
Recognizes similarities and differences among individual people and groups of people (e.g., notices when another language is spoken; says “Everyone in my family has brown hair”)	<b>SED 4-1 Develops Awareness of Self</b>
Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a “daddy” sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor’s office)	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>37-48 months</b>	
Shows increasing participation as a member of the learning community (e.g., participates in whole-group	<b>SS 16-1 Explores Cultures</b>

activities, helps establish rules for behavior, participates in classroom clean-up, etc.)	
Recognizes similarities and differences among individual people and groups of people (e.g., notices when another language is spoken; says “Everyone in my family has brown hair”)	<b>SS 16-1 Explores Cultures</b>
Shows pride in family and cultural heritage (e.g., talks about family members and traditions; draws pictures of family members and own cultural group; shares a song or special food from cultural group, shows pride in home language [e.g., “Gato means cat in Spanish. We speak Spanish at home!”])	<b>SS 16-1 Explores Cultures</b>
Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a “daddy” sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor’s office)	<b>SS 16-4 Learns about Community and Jobs</b>
Shows increasing awareness of the roles people play in society (e.g., talks about roles of various family members; describes jobs of community helpers such as firefighters, grocery clerks, and veterinarians; talks about what they would like to be when they grow up)	<b>SS 16-4 Learns about Community and Jobs</b>
<b>49-60 months</b>	
Shows increasing participation as a member of the learning community (e.g., participates in whole-group activities, helps establish rules for behavior, participates in classroom clean-up, etc.)	<b>SS 16-1 Explores Cultures</b>
Shows pride in family and cultural heritage (e.g., talks about family members and traditions; draws pictures of family members and own cultural group; shares a song or	<b>SS 16-1 Explores Cultures</b>

special food from cultural group, shows pride in home language [e.g., “Gato means cat in Spanish. We speak Spanish at home!”]	
Shows knowledge of family, cultural and political history (e.g., talks about where family came from, where cultural traditions came from, knows who president is)	<b>SS 16-1 Explores Cultures</b>
Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a “daddy” sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor’s office)	<b>SS 16-4 Learns about Community and Jobs</b>
Shows increasing awareness of the roles people play in society (e.g., talks about roles of various family members; describes jobs of community helpers such as firefighters, grocery clerks, and veterinarians; talks about what they would like to be when they grow up)	<b>SS 16-4 Learns about Community and Jobs</b>

<b>History and Geography</b> - Shows awareness of sequence and change over time	
<b>Birth-8 months</b>	
Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver’s instruction)	<b>ATL 2-1 Understands Routines</b>
<b>9-18 months</b>	
Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver’s instruction)	<b>ATL 2-1 Understands Routines</b>
<b>19-36 months</b>	

Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver's instruction)	<b>ATL 2-1 Understands Routines</b>
Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., "now/later," "day/night", "last time/next time")	<b>ATL 2-1 Understands Routines</b>
<b>37-48 months</b>	
Discusses events in the immediate past or future (e.g., gives simple account of what happened that day; communicates "After lunch, we get to read books") and communicates about events that are increasingly distant from the present (e.g., talks about "When I was a baby..." and makes predictions about future events with adult support)	<b>SS 16-2 Understands Time</b>
Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., "now/later," "day/night", "last time/next time")	<b>SS 16-2 Understands Time</b>
<b>49-60 months</b>	
Discusses events in the immediate past or future (e.g., gives simple account of what happened that day; communicates "After lunch, we get to read books") and communicates about events that are increasingly distant from the present (e.g., talks about "When I was a baby..." and makes predictions about future events with adult support)	<b>SS 16-2 Understands Time</b>
Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., "now/later," "day/night", "last time/next time")	<b>SS 16-2 Understands Time</b>

<b>History and Geography -</b> Demonstrates simple geographic knowledge	
<b>Birth-8 months</b>	
Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: • MT4.1 Explores and describes shapes and spatial relationships	
<b>9-18 months</b>	
Knows where some favorite toys or foods are stored in familiar places (e.g., home, classroom)	<b>SS 16-3 Explores Geography</b>
<b>19-36 months</b>	
Knows where some favorite toys or foods are stored in familiar places (e.g., home, classroom)	<b>SS 16-3 Explores Geography</b>
Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)	<b>SS 16-3 Explores Geography</b>
Understands and uses words indicating relative distances (e.g., near, far, close)	<b>SS 16-3 Explores Geography</b>
<b>37-48 months</b>	
Communicates with increasing specificity about the location of objects and areas at home and school (e.g., talks about something in a closet in the classroom) and can match objects to their usual geographic location (e.g., stove in kitchen, bed in bedroom)	<b>SS 16-3 Explores Geography</b>
Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)	<b>SS 16-3 Explores Geography</b>
Understands and uses words indicating relative distances (e.g., near, far, close)	<b>SS 16-3 Explores Geography</b>
Shows interest in exploring geography tools (e.g., map, compass)	<b>SS 16-3 Explores Geography</b>
Discusses basic geographic concepts and features of environments (e.g.,	<b>SS 16-3 Explores Geography</b>

says "We have mountains where we live"; sees a picture of fish and says, "They live in water")	
<b>49-60 months</b>	
Communicates with increasing specificity about the location of objects and areas at home and school (e.g., talks about something in a closet in the classroom) and can match objects to their usual geographic location (e.g., stove in kitchen, bed in bedroom)	<b>SS 16-3 Explores Geography</b>
Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)	<b>SS 16-3 Explores Geography</b>
Understands and uses words indicating relative distances (e.g., near, far, close)	<b>SS 16-3 Explores Geography</b>
Creates drawings or simple maps of home and other familiar places with adult support	<b>SS 16-3 Explores Geography</b>
Discusses basic geographic concepts and features of environments (e.g., says "We have mountains where we live"; sees a picture of fish and says, "They live in water")	<b>SS 16-3 Explores Geography</b>

<b>Creativity and Aesthetics</b>	
<b>Music and Movement</b> - Explores through listening, singing, creating, and moving to music	
<b>Birth-8 months</b>	
Responds to music by turning head and reacting with body movements	<b>CCA 21-3 Explores Movement and Dance</b>
Uses objects and tools to make sounds (e.g., shakes rattle)	<b>CCA 21-3 Explores Movement and Dance</b>
<b>9-18 months</b>	
Enjoys producing music and other sounds with voice and simple instruments (e.g., explores making noises with tambourine, attempts to blow into a whistle or harmonica)	<b>CCA 21-3 Explores Movement and Dance</b>
Moves body in response to rhythms and music (e.g., sways to the sound)	<b>CCA 21-3 Explores Movement and Dance</b>

of music, claps along with song, though may not be on the beat)	
Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing	<b>CCA 21-3 Explores Movement and Dance</b>
Develops preferences for favorite songs and fingerplays (e.g., claps and smiles or communicates “Again! Again!” when a song is finished; requests certain songs or fingerplays be played or sung)	<b>CCA 21-3 Explores Movement and Dance</b>
<b>19-36 months</b>	
Enjoys producing music and other sounds with voice and simple instruments (e.g., explores making noises with tambourine, attempts to blow into a whistle or harmonica)	<b>CCA 21-3 Explores Movement and Dance</b>
Moves body in response to rhythms and music (e.g., sways to the sound of music, claps along with song, though may not be on the beat)	<b>CCA 21-3 Explores Movement and Dance</b>
Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing	<b>CCA 21-3 Explores Movement and Dance</b>
Develops preferences for favorite songs and fingerplays (e.g., claps and smiles or communicates “Again! Again!” when a song is finished; requests certain songs or fingerplays be played or sung)	<b>CCA 21-3 Explores Movement and Dance</b>
<b>37-48 months</b>	
Explores a widening variety of culturally diverse musical instruments, using them to produce increasingly complex rhythms, tones, melodies, and songs	<b>CCA 21-2 Explores Music</b>
Uses body movement to respond with increasing accuracy to beat, dynamics (loud versus quiet), and tempo (speed) of music (e.g., marches with musical instruments with increasing ability to move in step with the beat; tiptoes during quiet music and stomps when it gets	<b>CCA 21-3 Explores Movement and Dance</b>

louder; moves slower or faster in time with music)	
Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing	<b>CCA 21-2 Explores Music</b>
Requests favorite types of music, discusses favorite songs, and shows appreciation for the music and dance of others	<b>CCA 21-2 Explores Music</b>
<b>49-60 months</b>	
Explores a widening variety of culturally diverse musical instruments, using them to produce increasingly complex rhythms, tones, melodies, and songs	<b>CCA 21-2 Explores Music</b>
Uses body movement to respond with increasing accuracy to beat, dynamics (loud versus quiet), and tempo (speed) of music (e.g., marches with musical instruments with increasing ability to move in step with the beat; tiptoes during quiet music and stomps when it gets louder; moves slower or faster in time with music)	<b>CCA 21-3 Explores Movement and Dance</b>
With adult support demonstrates the foundational components of music, including tempo (e.g. by singing faster when asked to up the tempo), dynamics (e.g. by louder and softer during a song and pitch*(e.g. by singing higher and lower notes)	<b>CCA 21-2 Explores Music</b>
Develops preferences for favorite songs and fingerplays (e.g., claps and smiles or communicates “Again! Again!” when a song is finished; requests certain songs or fingerplays be played or sung)	<b>CCA 21-2 Explores Music</b>
Requests favorite types of music, discusses favorite songs, and shows appreciation for the music and dance of others	<b>CCA 21-2 Explores Music</b>
Expresses self through music by making up songs, changing words to	<b>CCA 21-2 Explores Music</b>

familiar songs, and experimenting with rhythmic patterns	
--	--

\***Tempo** = how slow or fast a song should be sung or played

\***Dynamics** = loudness or softness of a piece of music

\***Pitch** = how high or low a note or tone is

<b>Visual Arts</b> - Explores, manipulates, creates, and responds to a variety of art media	
<b>Birth-8 months</b>	
Explores textures and other sensory experiences	<b>CCA 21-1 Explores Art Media</b>
Shows interest in gazing at pictures, photographs, and bright and/or contrasting colors	<b>CCA 21-1 Explores Art Media</b>
<b>9-18 months</b>	
Participates in child-initiated visual art activities* and with adult support experiments with a variety of media and materials (e.g. crayons, markers, colored pencils, chalk, paints, collage materials, play dough, clay)	<b>CCA 21-1 Explores Art Media</b>
<b>19-36 months</b>	
Participates in child-initiated visual art activities* and with adult support experiments with a variety of media and materials (e.g. crayons, markers, colored pencils, chalk, paints, collage materials, play dough, clay)	<b>CCA 21-1 Explores Art Media</b>
Shows increasing range and intentionality in art creations (e.g., draws multiple simple shapes; uses a variety of tools to make different textures in play dough; shows preferences and makes choices about colors)	<b>CCA 21-1 Explores Art Media</b>
Tells about their artistic creations with increasing detail	<b>CCA 21-1 Explores Art Media</b>
Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful	<b>CCA 21-1 Explores Art Media</b>
<b>37-48 months</b>	
Engages in child-initiated visual art activities with increased independence, intentionality,	<b>CCA 12-1 Explores Art Media</b>

planning, and knowledge of art media and materials (e.g., asks a friend, “Can I use the easel when you’re done?”; creates two- or three-dimensional art that approximate or depict people, animals, and objects; says, “I’m going to draw daddy,” before starting a project)	
Shows increasing range and intentionality in art creations (e.g., draws multiple simple shapes; uses a variety of tools to make different textures in play dough; shows preferences and makes choices about colors)	<b>CCA 12-1 Explores Art Media</b>
Tells about their artistic creations with increasing detail	<b>CCA 12-1 Explores Art Media</b>
Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful	<b>CCA 12-1 Explores Art Media</b>
Chooses their own art for display in the learning environment or for inclusion in a book and briefly explains their choice	<b>CCA 12-1 Explores Art Media</b>
<b>49-60 months</b>	
Engages in child-initiated visual art activities with increased independence, intentionality, planning, and knowledge of art media and materials (e.g., asks a friend, “Can I use the easel when you’re done?”; creates two- or three-dimensional art that approximate or depict people, animals, and objects; says, “I’m going to draw daddy,” before starting a project)	<b>CCA 12-1 Explores Art Media</b>
With adult support demonstrates the foundational components of art, including line, shape (e.g. by drawing lines and different shapes), color (e.g. by using different colors), and texture (e.g. by describing how a piece of art feels)	<b>CCA 12-1 Explores Art Media</b>
Tells about their artistic creations with increasing detail	<b>CCA 12-1 Explores Art Media</b>

Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful	<b>CCA 12-1 Explores Art Media</b>
Chooses their own art for display in the learning environment or for inclusion in a book and briefly explains their choice	<b>CCA 12-1 Explores Art Media</b>
Communicates with others about art by discussing the ideas behind own art and how it was made; the feelings generated by looking at different art; and by showing appreciation for the artwork of others	<b>CCA 12-1 Explores Art Media</b>

\***Visual art activities** = a broad category of art activities that include drawing, painting, printmaking, sculpture, graphic art, and other art forms.

\***Texture** = the way an object feels to the touch or looks as it may feel if it were touched

<b>CA3. DRAMA</b>	
CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play	
<b>Birth-8 months</b>	
Engages in social play (e.g., peek-a-boo) with adults)	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>9-18 months</b>	
Tries out roles and relationships through imitation and pretend play using real objects (e.g. uses cup to pretend to drink) and later in this age range uses objects to represent other things (e.g. pretends a block is a telephone)	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>19-36 months</b>	
Tries out roles and relationships through imitation and pretend play using real objects (e.g. uses cup to pretend to drink) and later in this age range uses objects to represent other things (e.g. pretends a block is a telephone)	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>37-48 months</b>	
Explores a variety of themes and roles through play, including real-life	<b>CCA 21-4 Participates in Dramatic Play</b>

scenarios and people, fictional stories and characters, and play that expresses feelings and helps process experiences	
Engages in increasingly complex, longer play scenarios; assigns or assumes multiple roles within a scenario; tells more cohesive stories through play	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>49-60 months</b>	
Explores a variety of themes and roles through play, including real-life scenarios and people, fictional stories and characters, and play that expresses feelings and helps process experiences	<b>CCA 21-4 Participates in Dramatic Play</b>
Engages in increasingly complex, longer play scenarios; assigns or assumes multiple roles within a scenario; tells more cohesive stories through play	<b>CCA 21-4 Participates in Dramatic Play</b>
With adult support understands the foundational components of drama, including theme (e.g., can identify the main idea of the story), plot (e.g. can discuss the series of events that take place), character (e.g. can identify the main and minor characters and their roles), and dialogue (e.g., can discuss the interactions between characters).	<b>CCA 21-4 Participates in Dramatic Play</b>
Discusses and expresses appreciation after viewing a performance by older children or a professional group.	<b>CCA 21-4 Participates in Dramatic Play</b>

\***Dialogue** = the interactions both spoken and unspoken (facial expressions) that convey intent, feeling, or thought

**DISCLAIMER:**

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

[contact@lifecubby.me](mailto:contact@lifecubby.me)