

# 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:  
**Connecticut Early Learning and  
Development Standards**



## References



Connecticut State Department of Education. (2014). *Connecticut early learning and development standards*. Hartford, CT: Author. Retrieved from <http://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf>

Connecticut Early Learning and Development Standards		Vine Assessments by LifeCubby
Cognition		Vine Indicators
Strand A: Early learning experiences will support children to develop effective approaches to learning.		
Curiosity and Initiative		
0-6 mos.	C.6.1 Use senses to explore immediate environment	<b>CS 13-1 Explores Objects</b> <u>1-3 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
6-12 mos.	C.12.1 Seek familiar people and/or objects that are not there	<b>ATL 1-2 Develops Memory</b> <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist) <u>8-12 mos:</u> Looks for someone or something that is missing
12-18 mos.	C.18.1 Use senses to actively investigate and explore the effects of new actions on objects	<b>CS 13-1 Explores Objects</b> <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
18-24 mos.	C.24.1 Explore objects, activities and environments	<b>CS 13-1 Explores Objects</b> <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
24-36 mos.	C.36.1 Ask questions and seek answers from a variety of sources	<b>ATL 1-4 Is Curious</b> <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
3 to 4 yrs.	C.48.1 Explore and investigate a variety of experiences and topics using different materials	<b>CS 15-1 Explores the Natural Environment</b> <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
4 to 5 yrs.	C.60.1 Investigate ways to make something happen	<b>CS 14-2 Makes Predictions</b> <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
Engagement with Environment, People and Objects		
0-6 mos.	C.6.2 Orient to source of sound or movement and vocalize in response to sights and sounds in the immediate environment	<b>ATL 1-4 Is Curious</b> <u>1-3 mos:</u> Turns head toward the sound of a familiar voice <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden
6-12 mos.	C.12.2 Show interest in a wider variety of sights and sounds with greater purpose, often in shared experiences with adults	<b>ATL 1-4 Is Curious</b> <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden

		<u>8-12 mos:</u> Shows interest in new toys; explores surroundings
12-18 mos.	C.18.2 Focus attention on interesting sights or sounds, often in shared experiences with adults	<b>ATL 1-1 Is Attentive</b> <u>8-12 mos:</u> Pays attention to a task or activity for a few minutes <u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal
18-24 mos.	C.24.2 Engage in interactions and self-selected activities for increasing lengths of time	<b>ATL 1-1 Is Attentive</b> <u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal
24-36 mos.	C.36.2 Maintain interest in self-selected activities and may seek to engage others or ask questions	<b>ATL 1-1 Is Attentive</b> <u>2-Year Old:</u> Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes
3 to 4 yrs.	C.48.2 Maintain interest in exploring specific topics over time	<b>ATL 1-1 Is Attentive</b> <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes
4 to 5 yrs.	C.60.2 Express interest in learning about a specific topic over time	<b>ATL 1-1 Is Attentive</b> <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
	C.60.3 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer	<b>ATL 1-1 Is Attentive</b> <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
<b>Eagerness to Learn</b>		
0-6 mos.	C.6.3 Laugh, babble, increase movement, and engage in repetition of a learning activity	<b>ATL 1-5 Shows Initiative</b> <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys
6-12 mos.	C.12.3 Seek out new materials and experiences	<b>ATL 1-5 Shows Initiative</b> <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket
12-18 mos.	C.18.3 Explore new ways to use objects and observe results	<b>ATL 1-5 Shows Initiative</b> <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
18-24 mos.	C.24.3 Demonstrate a desire to accomplish a new skill. May look to others for approval and congratulations	<b>ATL 1-5 Shows Initiative</b> <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
24-36 mos.	C.36.3 Demonstrate enthusiasm for new learning (may be within familiar contexts)	<b>ATL 1-5 Shows Initiative</b> <u>2-Year Old:</u> Initiates play with others <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
3 to 4 yrs.	C.48.3 Seek out new challenges and novel experiences	<b>ATL 1-5 Shows Initiative</b> <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting

4 to 5 yrs.	C.60.4 Show pride in accomplishment when reaching mastery of a skill and share experiences with others	<b>SED 4-2 Becomes Confident</b> <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
<b>Cooperation with Peers in Learning Experiences</b>		
3 to 4 yrs.	C.48.4 Engage in and complete learning activities with peers	<b>SED 6-3 Cooperates with Peers</b> <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
	C.48.5 Help and cooperate in group	<b>SED 6-3 Cooperates with Peers</b> <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
4 to 5 yrs.	C.60.5 Plan and complete learning activity with a peer	<b>SED 6-3 Cooperates with Peers</b> <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
	C.60.6 Model or teach peers how to use materials or complete a task	<b>SED 6-3 Cooperates with Peers</b> <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
<b>Strand B: Early learning experiences will support children to use logic and reasoning.</b>		
<b>Cause and Effect</b>		
0-6 mos.	C.6.4 Show interest in the results of their actions and "accidental" discoveries	<b>CS 14-1 Solves Problems</b> <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
6-12 mos.	C.12.4 Recognize effect of actions on object – cause and effect (e.g., shake a rattle and it makes a sound)	<b>CS 14-1 Solves Problems</b> <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
12-18 mos.	C.18.4 Learn by observing or listening to others and repeating their actions or verbalizations	<b>SED 5-2 Learns from Adults</b> <u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
18-24 mos.	C.24.4 Repeat actions over and over and notice results	<b>CS 14-2 Makes Predictions</b> <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower

24-36 mos.	C.36.4 Vary actions to observe different results (e.g., hit lever harder to see if result changes)	<b>CS 14-1 Solves Problems</b> <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
3 to 4 yrs.	C.48.6 Manipulate materials and communicate about the impact of own actions	<b>CS 14-1 Solves Problems</b> <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
4 to 5 yrs.	C.60.7 Try multiple uses of same materials and observe differing results	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
<b>Attributes, Sorting and Patterns</b>		
0-6 mos.	C.6.5 Recognize familiar people or objects in the immediate environment (e.g., notice differences between various people and objects)	<b>ATL 1-2 Develops Memory</b> <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)
6-12 mos.	C.12.5 Respond to new or novel objects with interest, recognizing differences	<b>ATL 1-4 Is Curious</b> <u>8-12 mos:</u> Shows interest in new toys; explores surroundings
12-18 mos.	C.18.5 Match objects that are the same (simple categorizing)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another
18-24 mos.	C.24.5 Sort objects by type (e.g., cars and blocks) and put some objects in order (e.g., lines up three objects from smallest to biggest)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another
24-36 mos.	C.36.5 Identify differences between objects across multiple characteristics (e.g., texture, color, shape, size)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events
3 to 4 yrs.	C.48.7 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
	C.48.8 Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language	<b>CM 11-2 Understands Patterns</b> <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next
4 to 5 yrs.	C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
	C.60.9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...)	<b>CM 11-2 Understands Patterns</b> <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
	C.60.10 Begin to question accuracy of information and sources as evidenced by	<b>CS 14-4 Draws Conclusions and Sorts Results</b>

	sharing conflicting information from another source (e.g., when the teacher shares information with class, says, “But my dad says...”)	<u>Pre-K-K</u> : Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn’t work, sinks/floats); uses “if/then” and “cause/effect” reasoning, with or without adult help
<b>Problem Solving</b>		
0-6 mos.	C.6.6 Sometimes will show they can solve problems by reaching for desired toys or blanket	<b>CS 14-1 Solves Problems</b> <u>4-7 mos</u> : Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
6-12 mos.	C.12.6 Use a variety of actions to obtain desired objects	<b>CS 14-1 Solves Problems</b> <u>4-7 mos</u> : Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>8-12 mos</u> : Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
	C.12.7 Solve simple manipulative challenges through observation and imitation (e.g., putting something “into a bucket”)	<b>CS 14-1 Solves Problems</b> <u>4-7 mos</u> : Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>8-12 mos</u> : Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
12-18 mos.	C.18.6 Purposefully experiment with the effects of new actions upon objects	<b>CS 14-1 Solves Problems</b> <u>8-12 mos</u> : Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table) <u>1-Year Old</u> : Tries several times to solve challenging problems, often using more than one approach
	C.18.7 Utilize shapes and sorting boxes. May use trial and error to fit objects together	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>8-12 mos</u> : Works with shape sorter or size stacker
18-24 mos.	C.24.6 Try a successful strategy in a new situation (e.g., tugging or prying on something that is stuck)	<b>CS 14-1 Solves Problems</b> <u>1-Year Old</u> : Tries several times to solve challenging problems, often using more than one approach <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
	C.24.7 Take things apart and try to put them back together	<b>CS 14-1 Solves Problems</b> <u>1-Year Old</u> : Tries several times to solve challenging problems, often using more than one approach <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
24-36 mos.	C.36.6 Use objects in new and unexpected ways to solve problems through trial and error	<b>CS 14-1 Solves Problems</b> <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
	C.36.7 Use spatial relationships to solve problems (e.g., fit pieces into puzzle)	<b>CM 12-2 Develops Spatial Awareness</b> <u>2-Year Old</u> : Is learning how shapes fit together, such as working with shape sorters or knob puzzles
3 to 4 yrs.	C.48.9 Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful	<b>CS 14-1 Solves Problems</b> <u>3-Year Old</u> : Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
4 to 5 yrs.	C.60.11 Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas)	<b>CS 14-1 Solves Problems</b>

		<u>Pre-K</u> : Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
<b>Symbolic Representation</b>		
12-18 mos.	C.18.8 Use dolls and stuffed animals as if they were real (e.g., rocks doll, pets stuffed dog)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>8-12 mos</u> : Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat <u>1-Year Old</u> : Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new
	C.18.9 Engage in pretend play with realistic objects (e.g., uses a play phone to pretend to make a phone call)	<b>CCA 21-4 Participates in Dramatic Play</b> <u>1-Year Old</u> : Uses imitation or pretend play to express creativity and imagination
18-24 mos.	C.24.8 Play with dolls or stuffed animals and realistic props together (e.g., use a play spoon to feed a doll)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>1-Year Old</u> : Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new
	C.24.9 Act out familiar functions in play (e.g., sweeping floor, pouring milk)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>1-Year Old</u> : Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new
24-36 mos.	C.36.8 Use a similar object to represent another object in play (e.g., pretend a pencil is a spoon)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>2-Year Old</u> : Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences
	C.36.9 Act out relational roles in play (e.g., mom or dad with baby)	<b>CCA 21-4 Participates in Dramatic Play</b> <u>2-Year Old</u> : Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others
3 to 4 yrs.	C.48.10 Use or make a prop to represent an object (e.g., build a telephone)	<b>CCA 21-4 Participates in Dramatic Play</b> <u>3-Year Old</u> : Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
	C.48.11 Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter)	<b>CCA 21-4 Participates in Dramatic Play</b> <u>3-Year Old</u> : Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
	C.48.12 Represent people, places or things through simple drawings, movements and three-dimensional construction	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old</u> : Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <b>CCA 21-4 Participates in Dramatic Play</b> <u>3-Year Old</u> : Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
4 to 5 yrs.	C.60.12 Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand)	<b>CCA 21-4 Participates in Dramatic Play</b> <u>Pre-K</u> : Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers

	C.60.13 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality	<b>CCA 21-4 Participates in Dramatic Play</b> <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
	C.60.14 Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure)	<b>LKS 9-1 Develops Emergent Writing</b> <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
		<b>CCA 21-4 Participates in Dramatic Play</b> <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
<b>Strand C: Early learning experiences will support children to strengthen executive function.</b>		
<b>Choosing and Planning</b>		
6-12 mos.	C.12.8 Indicate preferences nonverbally	<b>ATL 1-5 Shows Initiative</b> <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys
12-18 mos.	C.18.10 Indicate preferences by pointing and using one or two words	<b>ATL 1-5 Shows Initiative</b> <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
18-24 mos.	C.24.10 Indicate preferences using simple language	<b>ATL 1-5 Shows Initiative</b> <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
24-36 mos.	C.36.10 Make choices based on preferences	<b>ATL 1-5 Shows Initiative</b> <u>2-Year Old:</u> Initiates play with others
3 to 4 yrs.	C.48.13 With adult assistance, choose activities and plan what to do	<b>CS 14-3 Makes Plans</b> <u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time
4 to 5 yrs.	C.60.15 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan	<b>CS 14-3 Makes Plans</b> <u>Pre-K:</u> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan
<b>Task Persistence</b>		
0-6 mos.	C.6.7 Repeat actions to obtain similar results	<b>ATL 1-3 Is Persistent</b> <u>1-3 mos:</u> Will cry to indicate a need and will continue crying until that need is met <u>4-7 mos:</u> Will vocalize or use baby sign to indicate a need and will continue until that need is met; will hold on to preferred items
6-12 mos.	C.12.9 Practice an activity many times until successful	<b>ATL 1-3 Is Persistent</b> <u>4-7 mos:</u> Will vocalize or use baby sign to indicate a need and will continue until that need is met; will hold on to preferred items <u>8-12 mos:</u> Repeats actions to achieve a goal



12-18 mos.	C.18.11 Complete simple activities	<b>ATL 1-3 Is Persistent</b> <u>1-Year Old:</u> Works to complete a task
18-24 mos.	C.24.11 Complete simple activities despite frustration	<b>ATL 1-3 Is Persistent</b> <u>1-Year Old:</u> Works to complete a task <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook
24-36 mos.	C.36.11 Complete self-selected short-term activities many times to gain mastery	<b>ATL 1-3 Is Persistent</b> <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook
3 to 4 yrs.	C.48.14 Continue working through moderately difficult activities, despite some frustration	<b>ATL 1-3 Is Persistent</b> <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
4 to 5 yrs.	C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration	<b>ATL 1-3 Is Persistent</b> <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
<b>Cognitive Flexibility</b>		
12-18 mos.	C.18.12 Use objects in new and unexpected ways	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>8-12 mos:</u> Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new
18-24 mos.	C.24.12 Purposefully try multiple ways of using the same objects	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new
24-36 mos.	C.36.12 Realize when something is not working and with adult assistance can try another approach	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>2-Year Old:</u> Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences
3 to 4 yrs.	C.48.15 With adult assistance, stop and consider alternatives when encountering a problem	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
4 to 5 yrs.	C.60.17 Generate or seek out multiple solutions to a problem	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
<b>Working Memory</b>		
18-24 mos.	C.24.13 Hold in mind a simple task long enough to complete it (e.g., wiping a table, walking across the room to throw something in the garbage)	<b>ATL 1-2 Develops Memory</b> <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
24-36 mos.	C.36.13 Remember where recently used objects were placed	<b>ATL 1-2 Develops Memory</b> <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different

3 to 4 yrs.	C.48.16 Engage in games that involve remembering (e.g., memory)	<b>ATL 1-2 Develops Memory</b> <u>3-Year Old:</u> Recalls some elements of a story
4 to 5 yrs.	LR.60.18 Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, "My mom used a screwdriver to fix our shelf.")	<b>ATL 1-2 Develops Memory</b> <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
<b>Regulation of Attention and Impulses</b>		
18-24 mos.	C.24.14 Engage in interactions and self-selected activities for increasing length of time	<b>ATL 1-1 Is Attentive</b> <u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal
24-36 mos.	C.36.14 Maintain focus on high-interest activities in the face of routine distractions	<b>ATL 1-1 Is Attentive</b> <u>2-Year Old:</u> Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes
	C.36.15 With adult support, resist impulses in structured settings for brief, but increasing periods of time	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions
3 to 4 yrs.	C.48.17 Maintain focus on high-interest activities in the face of minor social or sensory distractions	<b>ATL 1-1 Is Attentive</b> <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes
	C.48.18 With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
4 to 5 yrs.	C.60.19 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer	<b>ATL 1-1 Is Attentive</b> <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
	C.60.20 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn

<b>Social and Emotional Development</b>		
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.		
Trusting Relationships		
0-6 mos.	SE.6.1 Attend and respond to familiar adults and are able to be soothed when distressed	<b>SED 5-1 Bonds with Adults</b> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
6-12 mos.	SE.12.1 Prefer primary caregiver(s) to others and usually accept guidance from trusted adults	<b>SED 5-1 Bonds with Adults</b> <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults
12-18 mos.	SE.18.1 Look to trusted caregivers for cues about how to respond to their environment for comfort and support	<b>SED 5-1 Bonds with Adults</b> <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
18-24 mos.	SE.24.1 Use familiar adults as secure base through behaviors such as glancing back at caregiver while playing	<b>SED 5-1 Bonds with Adults</b> <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
24-36 mos.	SE.36.1 Approach caregivers for support and comfort, particularly during stressful or frustrating situations	<b>SED 5-1 Bonds with Adults</b> <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy
3 to 4 yrs.	SE.48.1 Engage in interactions with less familiar adults	<b>SED 5-1 Bonds with Adults</b> <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
4 to 5 yrs.	SE.60.1 Seek help and approval from a wider array of adults in trusted roles	<b>SED 5-1 Bonds with Adults</b> <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
Managing Separation		
0-6 mos.	SE.6.2 Show recognition of familiar faces and awareness if someone is a stranger	<b>SED 5-1 Bonds with Adults</b> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
6-12 mos.	SE.12.2 Display preference for trusted adults which may include exhibiting fear and protesting at separation	<b>SED 5-1 Bonds with Adults</b> <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger

		<b>8-12 mos:</b> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults
12-18 mos.	SE.18.2 Display attachment to trusted adults and feelings of security which may include a fear of strangers and new and unfamiliar places	<b>SED 5-1 Bonds with Adults</b> <b>1-Year Old:</b> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
18-24 mos.	SE.24.2 Manage routine separations from caregivers with little distress and calm quickly after a separation	<b>SED 5-1 Bonds with Adults</b> <b>1-Year Old:</b> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
24-36 mos.	SE.36.2 Manage most separations without distress and adjust to new settings with support from a trusted adult	<b>SED 5-1 Bonds with Adults</b> <b>2-Year Old:</b> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy
3 to 4 yrs.	SE.48.2 Manage most separations without distress and adjust to new settings in the presence of trusted adult	<b>SED 5-1 Bonds with Adults</b> <b>3-Year Old:</b> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
4 to 5 yrs.	SE.60.2 Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult	<b>SED 5-1 Bonds with Adults</b> <b>Pre-K:</b> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
Strand B: Early learning experiences will support children to develop self-regulation.		
Regulation of Emotions and Behavior		
0-6 mos.	SE.6.3 In addition to being comforted by familiar adult, can also get comfort from sucking thumb, fist, or pacifier	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <b>1-3 mos:</b> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <b>4-7 mos:</b> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults
6-12 mos.	SE.12.3 Have ways to comfort self, which may involve items such as a stuffed animal or a special blanket that help them feel safe and secure	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <b>4-7 mos:</b> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults <b>8-12 mos:</b> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions
12-18 mos.	SE.18.3 Show increasing regulation through daily routines, activities and familiar adults	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>

		<p><u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions</p> <p><u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p>
18-24 mos.	SE.24.3 With adult assistance, find comfort in rituals and routines. May use special comfort object to self-soothe (especially at nap time)	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults</p>
24-36 mos.	SE.36.3 With adult support, use self-soothing techniques to calm	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions</p>
3 to 4 yrs.	SE.48.3 Use strategies to self-soothe with limited adult support	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p>
4 to 5 yrs.	SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn</p>
	SE 60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn</p>
<b>Regulation of Impulses and Behavior</b>		
0-6 mos.	SE.6.4 Respond to having needs met (e.g., is comforted by being picked up or fed)	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self</p> <p><u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</p>
6-12 mos.	SE.12.4 Respond to adult interactions, including tone of voice, expression and gestures (e.g., shaking head and frowning)	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults</p> <p><u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions</p>
	SE.12.5 Show anticipation and respond to familiar routines in their lives	<p><b>ATL 2-1 Understands Routines</b></p> <p><u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up</p> <p><u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects</p>

12-18 mos.	SE.18.4 Respond to adult guidance to accept an alternative to initial desire or impulse (e.g., a truck from the shelf vs. one another child has, food choices)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
	SE.18.5 Within the context of a responsive adult relationship, will begin to tolerate a brief wait for needs to be met	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
	SE.18.6 Show anticipation of next step in daily routine (e.g., reaches or signs for bib when placed in high chair)	<b>ATL 2-1 Understands Routines</b> <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
18-24 mos.	SE.24.4 Accept some redirection from adults	<b>ATL 2-2 Shows Responsibility</b> <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives
	SE.24.5 Is aware of typical routine and shows some understanding of rules, but may need adult support	<b>ATL 2-1 Understands Routines</b> <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
24-36 mos.	SE.36.4 Begin to control behavior by responding to choice and limits provided by an adult	<b>ATL 2-2 Shows Responsibility</b> <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected
	SE.36.5 Make transitions and follow basic routines and rules with adult supervision	<b>ATL 2-1 Understands Routines</b> <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule
3 to 4 yrs.	SE.48.4 With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
	SE.48.5 Make transitions and follow basic schedule, routines and rules with occasional reminders	<b>ATL 2-1 Understands Routines</b> <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
4 to 5 yrs.	SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
	SE.60.6 Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5);

		seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
	SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines	<b>ATL 2-1 Understands Routines</b> Pre-K: Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else
Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.		
Emotional Expression		
0-6 mos.	SE.6.5 Display varied responses (e.g., will smile or kick when a caregiver interacts with them. May stiffen when something displeases them, or may turn away from something they dislike)	<b>SED 3-1 Expresses Emotion</b> 1-3 mos: Begins to show emotions with face and body; may begin to smile 4-7 mos: Becomes more assertive in conveying likes and dislikes
6-12 mos.	SE.12.6 Express basic emotions (e.g., sadness, frustration, anger) through facial expressions, movements, crying, smiling, laughing	<b>SED 3-1 Expresses Emotion</b> 4-7 mos: Becomes more assertive in conveying likes and dislikes 8-12 mos: Expresses a variety of emotions through facial expressions, sounds, and gestures
12-18 mos.	SE.18.7 Express emotions through physical means such as hugging, throwing. May be cooperative or uncooperative and look to adult for reaction	<b>SED 3-1 Expresses Emotion</b> 8-12 mos: Expresses a variety of emotions through facial expressions, sounds, and gestures 1-Year Old: Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
18-24 mos.	SE.24.6 Express more complex emotions (e.g., excitement, embarrassment, pride, sadness) and begin to communicate feelings (although this remains an emerging skill which is only partially effective)	<b>SED 3-1 Expresses Emotion</b> 1-Year Old: Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
24-36 mos.	SE.36.6 Begin to communicate about feelings, including the cause and reaction to these feelings (e.g., "I miss my mommy. I sad," "He mad you took his toy." "I sad so Papa hug me.")	<b>SED 3-1 Expresses Emotion</b> 2-Year Old: Expresses a variety of emotions; modifies expression according to reactions of familiar adults
3 to 4 yrs.	SE.48.6 Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways	<b>SED 3-1 Expresses Emotion</b> 3-Year Old: Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
4 to 5 yrs.	SE.60.8 Describe emotions and feelings to trusted adults and peers	<b>SED 3-1 Expresses Emotion</b> Pre-K: Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
Recognition and Response to Emotions in Others		
0-6 mos.	SE.6.6 React to different emotions of familiar adults (e.g., smile and coo at smiling faces, turn away from sad faces)	<b>SED 6-1 Builds Empathy</b> 1-3 mos: May cry when someone seems upset or when another child cries

		<u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries)
6-12 mos.	SE.12.7 Notice and react to feelings of others. (e.g., may frown when another baby is crying or be upset if hears yelling)	<b>SED 6-1 Builds Empathy</b> <u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries) <u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)
12-18 mos.	SE.18.8 Recognize basic feelings in self and others	<b>SED 6-1 Builds Empathy</b> <u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
	SE.18.9 Begin to respond to others' feelings and show interest in them. Show awareness of when an adult is pleased or upset with behavior	<b>SED 6-1 Builds Empathy</b> <u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
18-24 mos.	SE.24.7 Recognize and respond to basic feelings in others (e.g., gives item to peer who is upset)	<b>SED 6-1 Builds Empathy</b> <u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
24-36 mos.	SE.36.7 Label a variety of emotions in pictures and others' expressions	<b>SED 6-1 Builds Empathy</b> <u>2-Year Old:</u> Begins to care for the feelings and needs of others
	SE 36.8 Show awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort someone who is upset or may nurture a doll during dramatic play)	<b>SED 6-1 Builds Empathy</b> <u>2-Year Old:</u> Begins to care for the feelings and needs of others
3 to 4 yrs.	SE.48.7 Recognize, label and respond to a wide variety of emotions in others	<b>SED 6-1 Builds Empathy</b> <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
	SE.48.8 Make connections between emotional reaction of others and own emotional experiences	<b>SED 6-1 Builds Empathy</b> <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
4 to 5 yrs.	SE.60.9 Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say "thank you," share with others, notice issues of fairness)	<b>SED 6-1 Builds Empathy</b> <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
	SE.60.10 Begin to understand that different people may have different emotional reactions	<b>SED 6-1 Builds Empathy</b> <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.		
Sense of Self		
0-6 mos.	SE.6.7 React when hearing their own name through movement or expressions	<b>SED 4-1 Develops Awareness of Self</b> <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet



		4-7 mos: Learns about self by exploring hands, feet, body, and movement
	SE.6.8 Begin to realize their hands and feet belong to them and explore them as well as face, eyes and mouth	<b>SED 4-1 Develops Awareness of Self</b> 1-3 mos: Shows interest in self, such as watching own hands or playing with feet 4-7 mos: Learns about self by exploring hands, feet, body, and movement
6-12 mos.	SE.12.8 Consistently respond to their name	<b>SED 4-1 Develops Awareness of Self</b> 4-7 mos: Learns about self by exploring hands, feet, body, and movement 8-12 mos: Enjoys watching self in mirror
	SE.12.9 Show awareness of body parts of self and others	<b>SED 4-1 Develops Awareness of Self</b> 4-7 mos: Learns about self by exploring hands, feet, body, and movement 8-12 mos: Enjoys watching self in mirror
12-18 mos.	SE.18.10 Demonstrates self-awareness through [sic] response to name and use of “me” and “mine”	<b>SED 4-1 Develops Awareness of Self</b> 8-12 mos: Enjoys watching self in mirror 1-Year Old: Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
	SE.18.11 Recognize self in mirror	<b>SED 4-1 Develops Awareness of Self</b> 8-12 mos: Enjoys watching self in mirror 1-Year Old: Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
18-24 mos.	SE.24.8 Identify own family members by relationship and/or name	<b>SED 4-1 Develops Awareness of Self</b> 1-Year Old: Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others
24-36 mos.	SE.36.9 Identify self, family members, teacher and some peers by name	<b>SED 4-1 Develops Awareness of Self</b> 2-Year Old: Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family
3 to 4 yrs.	SE.48.9 Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills	<b>SED 4-1 Develops Awareness of Self</b> 3-Year Old: Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
4 to 5 yrs.	SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates)	<b>SED 4-1 Develops Awareness of Self</b> Pre-K: Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
<b>Personal Preferences</b>		
0-6 mos.	SE 6.9 Express preferences for familiar people and some objects. (e.g., stop crying more quickly with a familiar person; move their legs, arms and smile at a familiar person)	<b>SED 5-1 Bonds with Adults</b> 1-3 mos: Enjoys interactions with familiar adults; smiles and laughs 4-7 mos: Knows and responds positively to familiar faces; begins to know if someone is a stranger
6-12 mos.	SE.12.10 Develop preferences for food, objects, textures. May reject non-preferred items (e.g., pushing them away)	<b>ATL 1-5 Shows Initiative</b>

		<u>1-Year Old</u> : Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
12-18 mos.	SE.18.12 Begin to communicate own likes and dislikes	<b>ATL 1-5 Shows Initiative</b> <u>1-Year Old</u> : Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
18-24 mos.	SE.24.9 Use words and/or gestures to express interests (e.g., points and says, "Look, airplane.")	<b>ATL 1-5 Shows Initiative</b> <u>1-Year Old</u> : Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)
24-36 mos.	SE.36.10 May want to keep what belongs to them close by and often will not want to share	<b>SED 4-2 Becomes Confident</b> <u>2-Year Old</u> : Shows confidence in increasing abilities; enjoys showing others what he/she can do
3 to 4 yrs.	SE.48.10 Recognize and describe themselves in terms of basic preferences	<b>SED 4-1 Develops Awareness of Self</b> <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
4 to 5 yrs.	SE.60.12 Describe self by referring to preferences, thoughts and feelings	<b>SED 4-1 Develops Awareness of Self</b> <u>Pre-K</u> : Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
<b>Self-Concept and Competency</b>		
6-12 mos.	SE.12.11 Demonstrate anticipation of results from own actions (e.g., drops toy so adult will pick it up, repeats action that makes loud noise)	<b>CS 13-1 Explores Objects</b> <u>4-7 mos</u> : Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos</u> : Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
	SE.12.12 Respond to own actions with pleasure (e.g., coos, laughs)	<b>CS 14-1 Solves Problems</b> <u>4-7 mos</u> : Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>8-12 mos</u> : Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
12-18 mos.	SE.18.13 Show confidence when supported to complete familiar tasks and will attempt new tasks with adult support	<b>SED 4-2 Becomes Confident</b> <u>1-Year Old</u> : Shows confidence in own abilities; is proud to demonstrate abilities
	SE.18.14 React positively (e.g., smiles, claps) to accomplishments	<b>SED 4-2 Becomes Confident</b> <u>1-Year Old</u> : Shows confidence in own abilities; is proud to demonstrate abilities
18-24 mos.	SE.24.10 Complete simple familiar tasks with confidence (e.g., puts on article of clothing). Engage in new experiences with support from a familiar adult	<b>SED 4-2 Becomes Confident</b> <u>1-Year Old</u> : Shows confidence in own abilities; is proud to demonstrate abilities
24-36 mos.	SE.36.11 Regularly engage in familiar tasks. Begin to show independence by frequently attempting to do things on their own even when tasks are difficult for them	<b>SED 4-2 Becomes Confident</b> <u>2-Year Old</u> : Shows confidence in increasing abilities; enjoys showing others what he/she can do

	SE. 36.12 Express feeling of pleasure over accomplishment and share this with others (e.g., "Look what I made.")	<b>SED 4-2 Becomes Confident</b> <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do
3 to 4 yrs.	SE.48.11 Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks	<b>SED 4-2 Becomes Confident</b> <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
4 to 5 yrs.	SE.60.13 Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials	<b>SED 4-2 Becomes Confident</b> <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
	SE.60.14 Show pride in accomplishments and abilities	<b>SED 4-2 Becomes Confident</b> <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Strand E: Early learning experiences will support children to develop social relationships.		
Adult Relationships		
0-6 mos.	SE.6.10 Respond differently to different people. Respond to familiar people by smiling, cooing and moving their body	<b>SED 5-1 Bonds with Adults</b> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
	SE.6.11 Show interest in interacting with others. May gain an adult's attention and wait for a response	<b>SED 5-1 Bonds with Adults</b> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
6-12 mos.	SE.12.13 Engage in social interactions not connected to getting physical needs met (e.g., peek-a-boo, performing, copying others and babbling)	<b>SED 5-1 Bonds with Adults</b> <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults
	SE.12.14 Notice the activity of adults and other children and attend closely	<b>SED 5-1 Bonds with Adults</b> <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults
12-18 mos.	SE.18.15 Show affection or shared attention (e.g., pointing out something of interest) to an increasing number of familiar people	<b>SED 5-1 Bonds with Adults</b> <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task

18-24 mos.	SE.24.11 Enjoy games and other social exchanges with familiar adults. May seek out repeated patterns of interaction	<b>SED 5-1 Bonds with Adults</b> <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task
24-36 mos.	SE.36.13 Enjoy sharing new experiences with familiar adults	<b>SED 5-1 Bonds with Adults</b> <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy
3 to 4 yrs.	SE.48.12 Communicate with familiar adults and accept or request guidance	<b>SED 5-1 Bonds with Adults</b> <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
4 to 5 yrs.	SE.60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.	<b>SED 5-1 Bonds with Adults</b> <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
		<b>ATL 2-2 Shows Responsibility</b> <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
<b>Play/Friendship</b>		
0-6 mos.	SE.6.12 Notice other children and may touch, smile or coo to them	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children
6-12 mos.	SE.12.15 Watch actions of other children but does not join the play. May stay in proximity, make eye contact and babble	<b>SED 6-2 Bonds with Peers</b> <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
12-18 mos.	SE.18.16 Show interest in children who are playing nearby and may interact with them briefly	<b>SED 6-2 Bonds with Peers</b> <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
18-24 mos.	SE.24.12 Show interest in what other children are doing and play alongside them with similar materials	<b>SED 6-2 Bonds with Peers</b> <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
24-36 mos.	SE.36.14 Seek out other children and will interact with other children using common materials	<b>SED 6-2 Bonds with Peers</b> <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers
	SE.36.15 Show preference for certain peers over time although these preferences may shift	<b>SED 6-2 Bonds with Peers</b> <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers

3 to 4 yrs.	SE.48.13 Interact with one or more children (including small groups) beginning to work together to build or complete a project	<b>SED 6-2 Bonds with Peers</b> <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend
	SE.48.14 Interact with a variety of children in the program	<b>SED 6-2 Bonds with Peers</b> <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend
4 to 5 yrs.	SE.60.16 Cooperate with peers through sharing and taking turns	<b>SED 6-2 Bonds with Peers</b> <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
	SE.60.17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships	<b>SED 6-2 Bonds with Peers</b> <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
	SE.60.18 Seek help from peers and offer assistance when it is appropriate	<b>SED 6-2 Bonds with Peers</b> <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
<b>Conflict Resolution</b>		
3 to 4 yrs.	SE.48.15 Seek and accept adult help to solve conflicts with peers	<b>SED 6-3 Cooperates with Peers</b> <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
4 to 5 yrs.	SE.60.19 Engage in developing solutions and work to resolve conflict with peers	<b>SED 6-3 Cooperates with Peers</b> <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language

<b>Physical Development and Health</b>		
Strand A: Early learning experiences will support children to develop gross motor skills.		
Mobility		
0-6 mos.	PH.6.1 Show head control when in any position and during transitional movement	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes
	PH.6.2 Roll over, usually from both directions	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
	PH.6.3 Reach, grasp and bat for objects overhead and eventually reach and play with feet when on back	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
	PH.6.4 Push up and support weight on forearms when on stomach	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
	PH.6.5 Sit with support	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
6-12 mos.	PH.12.1 Get into sitting position on own and play while in this position	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
	PH.12.2 Move when on the floor by rolling, creeping, crawling with purpose	<b>PMP 17-2 Develops Lower Body Strength</b> <u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking
	PH.12.3 Pull to stand, cruise along furniture and stand alone. May take a few steps independently or with help	<b>PMP 17-2 Develops Lower Body Strength</b> <u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking
12-18 mos.	PH.18.1 Use walking as main means of mobility and pull toy when walking	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping
	PH.18.2 Stand from a squat position using arms to push off floor	<b>PMP 17-2 Develops Lower Body Strength</b> <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking

		<u>1-Year Old:</u> Begins to run before second year
	PH.18.3 Creep up and down stairs	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions
18-24 mos.	PH.24.1 Walk with legs closer together and able to change directions smoothly and carry objects	<b>PMP 17-2 Develops Lower Body Strength</b> <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking <u>1-Year Old:</u> Begins to run before second year
	PH.24.2 Begin to run	<b>PMP 17-2 Develops Lower Body Strength</b> <u>1-Year Old:</u> Begins to run before second year
	PH.24.3 Walk up and down steps holding onto rail, often leading with the same foot and negotiating one step at a time	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions
24-36 mos.	PH.36.1 Walk and run on various surfaces and level changes with balance and control of speed	<b>PMP 17-2 Develops Lower Body Strength</b> <u>2-Year Old:</u> Able to adjust speed and direction while walking or running
	PH.36.2 Walk up and down stairs alternating feet on steps with railing held	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors
3 to 4 yrs.	PH.48.1 Walk up and down stairs alternating feet while carrying an object	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
4 to 5 yrs.	PH.60.1 Alternate direction while running and stop easily without losing balance	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
<b>Large Muscle Movement and Coordination</b>		
12-18 mos.	PH.18.4 Throw ball in forward direction	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <u>1-Year Old:</u> Plays with ball, learning to throw and catch
18-24 mos.	PH.24.4 Use more complicated series of movements such as climbing onto and down from furniture without help, propelling self on ride-on toys	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions
	PH.24.5 Catch a large ball tossed from a short distance against their body using both arms	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <u>1-Year Old:</u> Plays with ball, learning to throw and catch
24-36 mos.	PH.36.3 Catch and throw a playground ball with an adult short distance away	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <u>2-Year Old:</u> Can use climber; plays with ball; learns to throw and catch
	PH.36.4 Jump with two feet	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors
	PH.36.5 Kick a ball in forward direction	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>

		<u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors
3 to 4 yrs.	PH.48.2 Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
	PH.48.3 Hop on one foot	<b>PMP 17-2 Develops Lower Body Strength</b> <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds
	PH.48.4 Kick ball at target a short distance away with accuracy and speed	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
	PH.48.5 Throw small ball overhand at target a short distance away with accuracy	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <u>3-Year Old:</u> Can go up climbing wall; catches a ball that has been bounced; throws a ball overhead
4 to 5 yrs.	PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle)	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
		<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
Strand B: Early learning experiences will support children to develop fine motor skills.		
Visual Motor Integration		
0-6 mos.	PH.6.6 Locate an object using vision or sound, reach and grasp the object	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
	PH.6.7 Follow an object with eyes across body, crossing the middle	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands
6-12 mos.	PH.12.4 Reach into containers or reach to activate a simple cause and effect toy	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <u>4-7 mos:</u> Transfers objects from hand to hand <u>8-12 mos:</u> Bangs objects together; transfers objects from hand to hand
	PH.12.5 Combine and separate toys (e.g., replace and remove large rings from post in any order)	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <u>4-7 mos:</u> Transfers objects from hand to hand <u>8-12 mos:</u> Bangs objects together; transfers objects from hand to hand
12-18 mos.	PH.18.5 Engage in play that requires using vision and hands such as building a tower or structure, with several blocks balanced on	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <u>8-12 mos:</u> Bangs objects together; transfers objects from hand to hand <u>1-Year Old:</u> Plays with ball, learning to throw and catch



	top of each other or placing a large peg in a pegboard base	
18-24 mos.	PH.24.6 Orient pieces to match opening and complete a simple inset form board/puzzle or shape sorter	<b>CM 12-2 Develops Spatial Awareness</b> <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
24-36 mos.	PH.36.6 Use common tools that require eye-hand coordination with precision and for their intended purpose (e.g., hammer peg, twist handle to open latch, put body parts on Mr. Potato)	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages
3 to 4 yrs.	PH.48.6 Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.)	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads
4 to 5 yrs.	PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors)	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
<b>Small Muscle Movement and Coordination</b>		
0-6 mos.	PH.6.8 Use voluntary and purposeful movements to bring hands to mouth	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people
	PH.6.9 Bring hands together while lying on back	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people
6-12 mos.	PH.12.6 Move objects from one hand to another and combine items at center of body (e.g., banging two blocks together)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures
	PH.12.7 Use index finger to poke and point and grasp small objects between thumb and fingertips	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures
12-18 mos.	PH.18.6 Use both hands at the same time for different purposes (e.g., may stabilize tower with one hand and add an additional block with other hand)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker

18-24 mos.	PH.24.7 Use a writing tool to scribble purposefully and imitate vertical and horizontal stroke. May use a fistful grasp	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
24-36 mos.	PH.36.7 Use writing tools or paint objects with some control and purpose	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects
3 to 4 yrs.	PH.48.7 Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
4 to 5 yrs.	PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
	PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Strand C: Early learning experiences will support children to acquire adaptive skills.		
Feeding Routines/Nutrition		
0-6 mos.	PH.6.10 Participate in feeding routines with consistent caregivers by holding onto bottle, and/or leaning forward in anticipation of food offered via bottle, breast or spoon	<b>PMP 20-1 Learns about Nutrition</b> <u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule <u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule
6-12 mos.	PH.12.8 Participate in feeding routines by holding cups or bottles, using fingers for self-feeding and/or using eating utensils	<b>PMP 20-1 Learns about Nutrition</b> <u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule <u>8-12 mos:</u> Diet includes healthy, nutritionally balanced solid food on an appropriate schedule
12-18 mos.	PH.18.7 Demonstrate increased proficiency using eating utensils and cups. May begin to serve self some food, but spills are common	<b>PMP 19-1 Develops Meal Time Independence</b> <u>8-12 mos:</u> Shows interest in new foods; begins to finger-feed self; holds own bottle or cup; responds well when physical needs are met <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup
18-24 mos.	PH.24.8 Begin to serve self food (dishing out helpings and pouring liquids) with adult assistance	<b>PMP 19-1 Develops Meal Time Independence</b> <u>1-Year Old:</u> Begins to feed self with spoon or drink from a sippy cup
24-36 mos.	PH.36.8 Feed self with minimal spilling	<b>PMP 19-1 Develops Meal Time Independence</b> <u>2-Year Old:</u> Uses spoon or fork for feeding; drinks from cup without lid

3 to 4 yrs.	PH.48.8 Pour liquid from a small pitcher	<b>PMP 19-1 Develops Meal Time Independence</b> <u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup
4 to 5 yrs.	PH.60.6 Use butter knife to spread and cut. Open most containers to remove food	<b>PMP 19-1 Develops Meal Time Independence</b> <u>Pre-K:</u> Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife
<b>Safety and Responsibility</b>		
12-18 mos.	PH.18.8 Typically respond to adult requests to stop unsafe behavior	<b>PMP 20-2 Learns Safety Rules</b> <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules
18-24 mos.	PH. 24.9 Show awareness of items that are unsafe and point them out to familiar adults (e.g., point out open gate above stairs, show them a knife that is left on counter)	<b>PMP 20-2 Learns Safety Rules</b> <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules
24-36 mos.	PH.36.9 Tell several basic safety rules at home and in familiar settings (e.g., school, library and playground). Bring other children's rule-breaking to the attention of adults	<b>PMP 20-2 Learns Safety Rules</b> <u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance
3 to 4 yrs.	PH.48.9 Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults	<b>PMP 20-2 Learns Safety Rules</b> <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted
4 to 5 yrs.	PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community	<b>PMP 20-2 Learns Safety Rules</b> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
<b>Dressing and Hygiene</b>		
6-12 mos.	PH.12.9 Participate in dressing, undressing and bathing by holding arms out, taking off socks, etc.	<b>PMP 19-2 Develops Self-Care Skills</b> <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed
12-18 mos.	PH.18.9 Show interest in doing things for self including dressing. Put arm in sleeve, step out of pants, attempt to put on socks or shoes	<b>PMP 19-2 Develops Self-Care Skills</b> <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
18-24 mos.	PH.24.10 Engage in dressing and hygiene routines with increasing intention: pull pants up and down, take off jacket, dry own hands	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
24-36 mos.	PH.36.10 Attempt to complete basic self-care routines (e.g., dressing, undressing, toileting and washing) although may still need caregiver assistance	<b>PMP 19-2 Develops Self-Care Skills</b> <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth
3 to 4 yrs.	PH.48.10 Manage most aspects of dressing, toileting, hand washing and tooth brushing	<b>PMP 19-2 Develops Self-Care Skills</b>

	independently with minimal caregiver reminders to guide and support	<b>3-Year Old:</b> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat
4 to 5 yrs.	PH.60.8 Typically manage own dressing, toileting and basic hygiene	<b>PMP 19-2 Develops Self-Care Skills</b> <b>Pre-K:</b> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
Strand D: Early learning experiences will support children to maintain physical health status and well-being.		
Physical Health Status		
0-6 mos.	Children's physical health status impacts learning and development in all areas. Children who possess good overall health (including oral, visual and auditory) with any appropriate supports (such as glasses, hearing aids, or alternative communication systems) have a solid foundation to help them grow and learn. Maintaining good overall health status involves regular screenings, a lack of illness or preventable diseases, age appropriate amounts of sleep and rest and healthy growth patterns (e.g., height and weight).	See PMP 17-1 through PMP 20-2
6-12 mos.		See PMP 17-1 through PMP 20-2
12-18 mos.		See PMP 17-1 through PMP 20-2
18-24 mos.		See PMP 17-1 through PMP 20-2
24-36 mos.		See PMP 17-1 through PMP 20-2
3 to 4 yrs.		See PMP 17-1 through PMP 20-2
4 to 5 yrs.		See PMP 17-1 through PMP 20-2
Physical Activity		
0-6 mos.	PH.6.11 Interact with caregivers in daily physical activities that involve varying positions and promote development of movement skills	<b>PMP 17-2 Develops Lower Body Strength</b> <b>1-3 mos:</b> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface <b>4-7 mos:</b> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects
6-12 mos.	PH.12.10 Interact with caregivers in daily physical activities that involve exploration and movement	<b>PMP 17-2 Develops Lower Body Strength</b> <b>4-7 mos:</b> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects <b>8-12 mos:</b> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking
12-18 mos.	PH.18.10 Interact with caregivers in a variety of physical activity experiences	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <b>1-Year Old:</b> Is able to play for longer periods of time; is graduating off of morning nap
18-24 mos.	PH.24.11 Engage in physical activity in both indoor and outdoor environments that require use of large muscles	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <b>1-Year Old:</b> Is able to play for longer periods of time; is graduating off of morning nap

24-36 mos.	PH.36.11 Demonstrate increasing strength and endurance sufficient to actively engage in a total of 60 minutes of physical activity spread over the course of a day	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>2-Year Old:</u> No longer needs a morning nap
3 to 4 yrs.	PH.48.11 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest
4 to 5 yrs.	PH.60.9 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
<b>Healthy Behaviors</b>		
0-6 mos.	Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed
6-12 mos.	Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition	<b>PMP 19-2 Develops Self-Care Skills</b> <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed
12-18 mos.	Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition	<b>PMP 19-2 Develops Self-Care Skills</b> <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
18-24 mos.	Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
24-36 mos.	PH.36.12 Discuss healthy practices including hygiene, nutrition and sleep	<b>PMP 19-2 Develops Self-Care Skills</b> <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth <b>PMP 20-1 Learns about Nutrition</b> <u>2-Year Old:</u> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack
		<b>PMP 19-2 Develops Self-Care Skills</b>

3 to 4 yrs.	PH.48.12 Name examples of healthy practice including hygiene, nutrition and sleep	<u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat
		<b>PMP 20-1 Learns about Nutrition</b> <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods
4 to 5 yrs.	PH.60.10 Identify healthy practices including hygiene, nutrition and sleep	<b>PMP 19-2 Develops Self-Care Skills</b> <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
		<b>PMP 20-1 Learns about Nutrition</b> <u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures

<b>Early Language, Communication, and Literacy</b>		
Strand A: Early learning experiences will support children to understand language (receptive language).		
Word Comprehension		
0-6 mos.	L.6.1 Respond to facial expressions or voices by changing own facial expression, crying or altering movements	<b>LC 7-1 Develops Receptive Communication</b> <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
6-12 mos.	L.12.1 Understand that words, gestures and/or signs represent objects, people or experiences	<b>LC 7-1 Develops Receptive Communication</b> <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
12-18 mos.	L.18.1 Understand that words, gestures or signs stand for people, objects, or experiences that are not present	<b>LC 7-1 Develops Receptive Communication</b> <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”
18-24 mos.	L.24.1 Demonstrate in a variety of ways understanding of most of what is communicated through gestures, signs or oral language	<b>LC 7-1 Develops Receptive Communication</b> <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”
	L.24.2 Point to familiar objects, people and body parts	<b>LC 7-4 Expands Vocabulary</b> <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as “what’s that?”

24-36 mos.	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships	<b>LC 7-4 Expands Vocabulary</b> <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others
3 to 4 yrs.	L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts	<b>LC 7-4 Expands Vocabulary</b> <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
4 to 5 yrs.	L.60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts	<b>LC 7-4 Expands Vocabulary</b> <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
	L60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects	<b>LC 7-4 Expands Vocabulary</b> <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
<b>Language Comprehension</b>		
0-6 mos.	L.6.2 Orient to the direction of sound or visual cues	<b>LC 7-1 Develops Receptive Communication</b> <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
	L.6.3 React when hearing own name or to positive facial expression	<b>LC 7-1 Develops Receptive Communication</b> <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others
6-12 mos.	L.12.2 Can carry out simple requests (e.g., “wave bye-bye”)	<b>LC 7-1 Develops Receptive Communication</b> <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
12-18 mos.	L.18.2 Remember language heard repeatedly in stories, poems and interactive language experiences	<b>LC 7-1 Develops Receptive Communication</b> <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”
		<b>ATL 1-2 Develops Memory</b> <u>8-12 mos:</u> Looks for someone or something that is missing <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
18-24 mos.	L.24.3 Respond to questions and follow simple directions	<b>LC 7-1 Develops Receptive Communication</b> <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book”

24-36 mos.	L.36.2 Follow two-step directions	<b>LC 7-1 Develops Receptive Communication</b> <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
3 to 4 yrs.	L.48.2 Understand increasingly complex sentences that include 2 – 3 concepts (e.g., “Put the blue paper under the box.”)	<b>LC 7-1 Develops Receptive Communication</b> <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
4 to 5 yrs.	L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”)	<b>LC 7-1 Develops Receptive Communication</b> <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
Strand B: Early learning experiences will support children to use language (expressive language).		
Vocabulary		
0-6 mos.	L.6.4 Use a variety of facial expressions and sounds (e.g., cooing, babbling and varied cries) to communicate	<b>LC 7-2 Develops Expressive Communication</b> <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure
6-12 mos.	L.12.3 Begin to use word approximations (e.g., “ma-ma” or “da-da”) or conventional gestures (e.g., waving, signing “more”)	<b>LC 7-2 Develops Expressive Communication</b> <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like “uh-oh”; may sign certain words; may shake head for “no”; uses sounds, gestures, or actions to express needs and wants
12-18 mos.	L.18.3 Begin to use words or conventional gestures to communicate	<b>LC 7-2 Develops Expressive Communication</b> <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as “my book,” “more juice,” or “I want down”
	L.18.4 Has a 20+ word vocabulary	<b>LC 7-4 Expands Vocabulary</b> <u>8-12 mos:</u> Points to body parts when prompted; uses or signs an increasing number of words <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as “what’s that?”
18-24 mos.	L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)	<b>LC 7-4 Expands Vocabulary</b> <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as “what’s that?”
	L.24.5 Use new words frequently to talk about familiar things or activities	<b>LC 7-2 Develops Expressive Communication</b> <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as “my book,” “more juice,” or “I want down”



24-36 mos.	L.36.3 Use nouns and verbs to label experiences, actions or events	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as “he” or “she” correctly
	L.36.4 Use some personal pronouns when referring to others (e.g., you, he, she)	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as “he” or “she” correctly
	L.36.5 May occasionally use more sophisticated words than they typically use in conversational speech but that have been learned through books and personal experiences (e.g., large, fast, angry, car, run)	<b>LC 7-4 Expands Vocabulary</b> <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others
3 to 4 yrs.	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts	<b>LC 7-2 Develops Expressive Communication</b> <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
	L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>3-Year Old:</u> Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u> ); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)
	L.48.5 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog)	<b>LC 7-4 Expands Vocabulary</b> <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
4 to 5 yrs.	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	<b>LC 7-2 Develops Expressive Communication</b> <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
	L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)	<b>LC 7-4 Expands Vocabulary</b> <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
<b>Expression of Ideas, Feelings and Needs</b>		
0-6 mos.	L.6.5 “Talk” to self and others using various vocalizations	<b>LC 7-2 Develops Expressive Communication</b> <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure

6-12 mos.	L.12.4 Communicate wants and needs through a combination of crying, babbling and occasional word approximations, and/or gestures	<b>LC 7-2 Develops Expressive Communication</b> <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants
12-18 mos.	L.18.5 Respond to questions with sounds, sometimes including words and oftentimes gestures	<b>LC 7-2 Develops Expressive Communication</b> <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
18-24 mos.	L.24.6 Use words to request objects, have needs met or gain attention	<b>LC 7-2 Develops Expressive Communication</b> <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
24-36 mos.	L.36.6 Use inflection in phrases or sentences to ask a question	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>1-Year Old:</u> Begins to use inflection properly, usually to convey likes or dislikes (e.g., No! Yes! Give me! Mine! Please!)
	L.36.7 Comment on a variety of experiences, interactions or observations	<b>LC 7-2 Develops Expressive Communication</b> <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more
3 to 4 yrs.	L.48.6 Communicate about current or removed events and/or objects	<b>LC 7-2 Develops Expressive Communication</b> <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
	L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	<b>LC 7-2 Develops Expressive Communication</b> <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
4 to 5 yrs.	L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer")	<b>LC 7-2 Develops Expressive Communication</b> <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
Language Structure		
12-18 mos.	L.18.6 Increasingly use gestures and sounds in coordination to communicate	<b>LC 7-2 Develops Expressive Communication</b> <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants

		<u>1-Year Old</u> : Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
18-24 mos.	L.24.7 Combine words and speak in short, two-word phrases such as "Me up!"	<b>LC 7-2 Develops Expressive Communication</b> <u>1-Year Old</u> : Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
24-36 mos.	L.36.8 Use basic grammar rules including pronouns, plurals, possessives and regular past tense Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>2-Year Old</u> : Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly
	L.36.9 Use speech that is mostly intelligible to familiar adults	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>2-Year Old</u> : Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly
3 to 4 yrs.	L.48.8 Use basic grammar rules including irregular past tense and questions Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>3-Year Old</u> : Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u> ); may overcorrect grammar (e.g. "goed," "mouses," etc.)
	L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>3-Year Old</u> : Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u> ); may overcorrect grammar (e.g. "goed," "mouses," etc.) <u>Pre-K</u> : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
4 to 5 yrs.	L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K</u> : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
	L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	<b>LC 7-4 Expands Vocabulary</b> <u>Pre-K</u> : Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
Strand C: Early learning experiences will support children to use language for social interaction.		
Conventions of Conversation		
0-6 mos.	L.6.6 Show interest in back and forth pretend games	<b>SED 5-2 Learns from Adults</b> <u>1-3 mos</u> : Imitates some facial expressions

		4-7 mos: Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions
6-12 mos.	L.12.5 Begin to understand that a conversation is about taking turns	<b>LC 7-6 Learns Conversation Structure</b> 1-Year Old: May participate in back-and-forths; may make eye contact
12-18 mos.	L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker	<b>LC 7-6 Learns Conversation Structure</b> 1-Year Old: May participate in back-and-forths; may make eye contact
	L.18.8 Repeat or try another mode of communicating desire if initial attempts are unsuccessful	<b>ATL 1-3 Is Persistent</b> 8-12 mos: Repeats actions to achieve a goal 1-Year Old: Works to complete a task <b>LC 7-2 Develops Expressive Communication</b> 1-Year Old: Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
18-24 mos.	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns	<b>LC 7-6 Learns Conversation Structure</b> 1-Year Old: May participate in back-and-forths; may make eye contact
24-36 mos.	L.36.10 Have conversations with adults and peers that include four or more exchanges	<b>LC 7-6 Learns Conversation Structure</b> 2-Year Old: Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact
3 to 4 yrs.	L.48.10 Maintain a topic of conversation over the course of several turns	<b>LC 7-6 Learns Conversation Structure</b> 3-Year Old: Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
4 to 5 yrs.	L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or by asking questions	<b>LC 7-6 Learns Conversation Structure</b> Pre-K: Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
<b>Language and Interaction</b>		
0-6 mos.	L.6.7 Coo, gurgle, smile in response to stimulation and to initiate social contact	<b>LC 7-1 Develops Receptive Communication</b> 1-3 mos: Turns head in the direction of a familiar voice 4-7 mos: Listens and responds with interest to verbal and nonverbal communication of others
	L.6.8 Express pleasure as adults imitate the faces and sounds they make	<b>SED 5-2 Learns from Adults</b> 1-3 mos: Imitates some facial expressions 4-7 mos: Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions
6-12 mos.	L.12.6 Enjoy opportunities to "converse" with adults in a more sustained fashion, including playing simple imitation games	<b>LC 7-6 Learns Conversation Structure</b> 1-Year Old: May participate in back-and-forths; may make eye contact
	L.12.7 Intentionally use gestures and/ or vocalizations to regulate the behavior of others and engage in social interaction	<b>LC 7-2 Develops Expressive Communication</b> 4-7 mos: Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure

		<b>8-12 mos:</b> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants
12-18 mos.	L.18.9 Use gestures and/or sounds to interact (e.g., waves, shakes head no, reaches to be lifted up)	<b>LC 7-2 Develops Expressive Communication</b> <b>1-Year Old:</b> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
18-24 mos.	L.24.9 Answer a basic question with a word	<b>LC 7-2 Develops Expressive Communication</b> <b>1-Year Old:</b> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
	L.24.10 Use language to express wants, needs, likes and dislikes to others	<b>LC 7-2 Develops Expressive Communication</b> <b>1-Year Old:</b> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down"
24-36 mos.	L.36.11 Converse with adults and peers about common experiences or events	<b>LC 7-6 Learns Conversation Structure</b> <b>2-Year Old:</b> Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact
3 to 4 yrs.	L.48.11 Answer simple who, what, where and why questions	<b>LC 7-6 Learns Conversation Structure</b> <b>3-Year Old:</b> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
4 to 5 yrs.	L.60.10 Use language to share ideas and gain information	<b>LC 7-2 Develops Expressive Communication</b> <b>Pre-K:</b> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
<b>Strand D: Early learning experiences will support children to gain book appreciation and knowledge.</b>		
<b>Interest and Engagement with Books</b>		
0-6 mos.	L.6.9 Respond to music, stories and pictures shared with an adult	<b>LKS 8-1 Develops Early Literacy</b> <b>1-3 mos:</b> Experiences stories by being read to by caregivers <b>4-7 mos:</b> Explores books with caregivers; enjoys being read to by others
6-12 mos.	L.12.8 Engage with adults, showing shared attention to a book	<b>LKS 8-1 Develops Early Literacy</b> <b>4-7 mos:</b> Explores books with caregivers; enjoys being read to by others <b>8-12 mos:</b> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
12-18 mos.	L.18.10 Point to preferred pictures in books or texts	<b>LKS 8-1 Develops Early Literacy</b> <b>8-12 mos:</b> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories <b>1-Year Old:</b> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
18-24 mos.	L.24.11 Point to named pictures; may name or comment on familiar pictures	<b>LKS 8-1 Develops Early Literacy</b> <b>1-Year Old:</b> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to

		him/her; shows interest in photos, pictures, and drawings
	L.24.12 Chime-in on nursery rhymes or repeat words or phrases from familiar stories	<b>LKS 8-1 Develops Early Literacy</b> <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
24-36 mos.	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book	<b>LKS 8-1 Develops Early Literacy</b> <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
	L.36.13 Recite familiar phrases of songs, books and rhymes; may chime in with rhyme in familiar text or song	<b>LKS 8-1 Develops Early Literacy</b> <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
3 to 4 yrs.	L.48.12 Select fiction and nonfiction books to be read and attend with interest	<b>LKS 8-1 Develops Early Literacy</b> <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
4 to 5 yrs.	L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
<b>Understanding of Stories or Information</b>		
18-24 mos.	L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)	<b>LKS 8-1 Develops Early Literacy</b> <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
24-36 mos.	L.36.14 Enjoy telling and retelling stories and information	<b>LKS 8-1 Develops Early Literacy</b> <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
3 to 4 yrs.	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text	<b>ATL 1-2 Develops Memory</b> <u>3-Year Old:</u> Recalls some elements of a story
		<b>CCA 21-4 Participates in Dramatic Play</b> <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
	L.48.14 Ask and answer simple who, what, where and why questions related to story or text	<b>LKS 8-1 Develops Early Literacy</b> <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book

	L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	<b>CS 14-2 Makes Predictions</b> <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story
4 to 5 yrs.	L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text	<b>ATL 1-2 Develops Memory</b> <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
	L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
	L.60.14 Use connections between self and character, experience and emotions to increase comprehension	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.		
Book Concepts		
18-24 mos.	L.24.14 Hold book upright	<b>LKS 8-1 Develops Early Literacy</b> <u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
24-36 mos.	L.36.15 Turn pages of a book	<b>LKS 8-1 Develops Early Literacy</b> <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
3 to 4 yrs.	L.48.16 Look at pages of a book from left to right (or according to conventions of home language)	<b>LKS 8-1 Develops Early Literacy</b> <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
	L.48.17 Recognize that print represents spoken words (e.g., first name in print, environmental labels)	<b>LKS 8-3 Develops Emergent Reading</b> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
4 to 5 yrs.	L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language)	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks

		questions about stories; may connect a story to a personal experience; may predict the outcome of a story
	L.60.16 Know that books have titles, authors, illustrators or photographers	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
	L.60.17 Recognize words as a unit of print and that letters are grouped to form words	<b>LKS 8-3 Develops Emergent Reading</b> <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
<b>Print Concepts</b>		
24-36 mos.	L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)	<b>LKS 8-3 Develops Emergent Reading</b> <u>2-Year Old:</u> Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be “read” by others and have meaning
3 to 4 yrs.	L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	<b>LKS 8-3 Develops Emergent Reading</b> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
4 to 5 yrs.	L.60.18 Identify some familiar printed words out of context	<b>LKS 8-3 Develops Emergent Reading</b> <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
	L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text	<b>LKS 8-3 Develops Emergent Reading</b> <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
<b>Letter Recognition</b>		
3 to 4 yrs.	L.48.19 Recognize some letters especially those in one’s own name	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
4 to 5 yrs.	L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
	L.60.21 Make some letter-sound connections	<b>LC 7-3 Develops Phonemic Awareness</b> <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words;



		recognizes alliteration (words that start with the same sound)
		<b>LKS 8-2 Develops Alphabetic Knowledge</b> Pre-K: Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
Strand F: Early learning experiences will support children to develop phonological awareness.		
Phonological Awareness		
24-36 mos.	L.36.17 Recognize environmental sounds (e.g., animal or vehicle sounds such as “Baa-baa” or “Beep-beep”)	<b>LC 7-1 Develops Receptive Communication</b> 8-12 mos: Begins to understand gestures, words, questions, or routines 1-Year Old: Responds to simple instructions such as “come here” or “bring me a book” 2-Year Old: Follows adult directives; follows simple 1- or 2-step instructions
3 to 4 yrs.	L.48.20 Recognize rhyming words in songs, chants or poems	<b>LC 7-3 Develops Phonemic Awareness</b> Can say rhymes; can give a rhyming word when prompted
	L.48.21 Identify when initial sounds in words are the same	<b>LC 7-3 Develops Phonemic Awareness</b> Can say rhymes; can give a rhyming word when prompted
	L. 48.212 Distinguish individual words in a sentence	<b>LKS 8-3 Develops Emergent Reading</b> 3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading
4 to 5 yrs.	L.60.22 Produce rhyming words or words that have same initial sound	<b>LC 7-3 Develops Phonemic Awareness</b> Pre-K: Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
	L.60.23 Recognize which words in a set of words begin with the same sound	<b>LC 7-3 Develops Phonemic Awareness</b> Pre-K: Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
	L.60.24 Distinguish syllables in words	<b>LC 7-3 Develops Phonemic Awareness</b> Pre-K: Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.		
Drawing and Writing		
12-18 mos.	L.18.11 Use writing tools to make scribbles	<b>LKS 9-1 Develops Emergent Writing</b> 8-12 mos: Can use a fat paint brush or celery stalk to “paint” 1-Year Old: Makes marks on paper with large crayon or marker
18-24 mos.	L.24.15 Use writing tools to make scribbles	<b>LKS 9-1 Develops Emergent Writing</b>

		<u>1-Year Old</u> : Makes marks on paper with large crayon or marker
24-36 mos.	L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble	<b>LKS 9-1 Develops Emergent Writing</b> <u>2-Year Old</u> : Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
3 to 4 yrs.	L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old</u> : Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
	L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old</u> : Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
4 to 5 yrs.	L.60.25 Draw original stories with a beginning, middle and end	<b>LKS 9-1 Develops Emergent Writing</b> <u>Pre-K</u> : Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
	L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word	<b>LKS 9-1 Develops Emergent Writing</b> <u>Pre-K</u> : Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
		<b>LKS 8-2 Develops Alphabetic Knowledge</b> <u>Pre-K</u> : Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print

Creative Arts		
Strand A: Early learning experiences will support children to engage in and enjoy the arts.		
Music		
0-6 mos.	CA.6.1 React to music by turning to a sound source, cooing in response, wiggling or moving, soothing themselves, etc.	<b>CCA 21-2 Explores Music</b> <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas
6-12 mos.	CA.12.1 Show interest in singing, moving and dancing, using their body	<b>CCA 21-2 Explores Music</b> <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds
	CA.12.2 Move body (e.g., nod head, bounce, wiggle, rock) in response to qualities of music whether melody, volume, or rhythm is same or different (fast/ slow; low/high; calm/jazzy)	<b>CCA 21-3 Explores Movement and Dance</b> <u>8-12 mos:</u> May move when music is playing
	CA.12.3 Use musical sounds to aid in communication prior to the advent of language (e.g., babbles in a singsong manner)	<b>CCA 21-2 Explores Music</b> <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds
12-18 mos.	CA.18.1 Use instruments to explore rhythm and melody	<b>CCA 21-2 Explores Music</b> <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs
	CA.18.2 Respond to music by joining in on one or two words in a song or moving physically upon hearing a familiar melody or rhythm (e.g., hand gestures)	<b>CCA 21-2 Explores Music</b> <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs
	CA.18.3 Imitate parts of songs with words and/ or gestures	<b>CCA 21-2 Explores Music</b> <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs
18-24 mos.	CA.24.1 React to changes in music by joining in with more extended segments of familiar music using voice, physical gestures and/or instruments	<b>CCA 21-2 Explores Music</b> <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs
	CA.24.2 Initiate words to songs and song gestures (e.g., naming animals in a song or patting, nodding)	<b>CCA 21-2 Explores Music</b> <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs
	CA.24.3 Repeat words to songs, song gestures and/or sounds (pitches)	<b>CCA 21-2 Explores Music</b> <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs
24-36 mos.	CA.36.1 Show response to qualities of different music with variations in physical movement (e.g., children walk, bounce, slide, rock, sway in response to qualities of rhythm)	<b>CCA 21-2 Explores Music</b> <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time

	CA. 36.2 Respond with voice, body and/ or instruments to longer segments/or patterns of music	<b>CCA 21-2 Explores Music</b> <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time
	CA.36.3 Repeat parts of simple songs	<b>CCA 21-2 Explores Music</b> <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time
3 to 4 yrs.	CA.48.1 Adapt to changes in the basic qualities of music and move in more organized ways to same/ different qualities of music	<b>CCA 21-2 Explores Music</b> <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
	CA.48.2 Imitate or spontaneously sing an entire verse of song	<b>CCA 21-2 Explores Music</b> <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
	CA.48.3 Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance)	<b>CCA 21-2 Explores Music</b> <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
	CA.48.4 Spontaneously sing songs and/or participate in songs with gestures	<b>CCA 21-2 Explores Music</b> <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
4 to 5 yrs.	CA.60.1 Initiate new musical activities with voices/ instruments (e.g., apply new words, add instruments to familiar song)	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
	CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.)	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
	CA.60.3 Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/ low), rhythm (patterns), and dynamics (loud/soft)	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
	CA.60.4 Create music using their voices and/or a variety of instruments and materials	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
<b>Visual Arts</b>		
0-6 mos.	CA.6.2 React to stimulation in the environment. This can include drawing, sculptures or painting. Response may be slight such as a glance or stopping an activity	<b>CCA 21-1 Explores Art Media</b> <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials

6-12 mos.	CA.12.4 Respond and explore through sensory experiences such as water play, texture-books or toys and jumbo crayons	<b>CCA 21-1 Explores Art Media</b> 8-12 mos: Uses age-appropriate art materials, such as “edible art” or other safe materials
12-18 mos.	CA.18.4 Experiment with a variety of media, including painting with a paint brush, finger painting, scribbling, gluing and taping, age appropriate art software	<b>CCA 21-1 Explores Art Media</b> 1-Year Old: Uses art materials; makes marks with a crayon; finger paints
18-24 mos.	CA.24.4 Use a wide variety of art materials and media (e.g., clay, dough, wet sand) for purposeful sensory exploration	<b>CCA 21-1 Explores Art Media</b> 1-Year Old: Uses art materials; makes marks with a crayon; finger paints
	CA.24.5 Experiment with strokes and lines using brushes, crayons, markers, etc.	<b>CCA 21-1 Explores Art Media</b> 1-Year Old: Uses art materials; makes marks with a crayon; finger paints
24-36 mos.	CA.36.4 Create art in a variety of media with some control and own purpose	<b>CCA 21-1 Explores Art Media</b> 2-Year Old: Uses a variety of art materials to create artwork or other inventions
3 to 4 yrs.	CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge	<b>CCA 21-1 Explores Art Media</b> 3-Year Old: Uses a variety of art materials and media to convey an idea; creates something different from what other children create
4 to 5 yrs.	CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts	<b>CCA 21-1 Explores Art Media</b> Pre-K: Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
<b>Drama</b>		
18-24 mos.	CA.24.6 Imitate simple aspects of a role using realistic props and sounds	<b>CCA 21-4 Participates in Dramatic Play</b> 1-Year Old: Uses imitation or pretend play to express creativity and imagination
24-36 mos.	CA.36.5 Engage in simple pretend play activities	<b>CCA 21-4 Participates in Dramatic Play</b> 2-Year Old: Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others
3 to 4 yrs.	CA.48.6 Act out simple scenarios, taking on a familiar role for brief periods during dramatic play	<b>CCA 21-4 Participates in Dramatic Play</b> 3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
4 to 5 yrs.	CA.60.6 Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time)	<b>CCA 21-4 Participates in Dramatic Play</b> Pre-K: Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
	CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play	<b>CCA 21-4 Participates in Dramatic Play</b> Pre-K: Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
<b>Dance</b>		
6-12 mos.	CA.12.5 Respond to music with full body movements	<b>CCA 21-3 Explores Movement and Dance</b> 8-12 mos: May move when music is playing
12-18 mos.	CA.18.5 Show increasing body awareness through gross motor movement (e.g.,	<b>CCA 21-3 Explores Movement and Dance</b> 8-12 mos: May move when music is playing

	walking, bouncing, swaying, rocking, climbing) and bilateral movement (patting), show directional awareness in movements, and use non-locomotor movements (simple finger plays)	<u>1-Year Old</u> : May move when music is playing and “bounce” to the music
18-24 mos.	CA.24.7 Demonstrate developing ability to balance, awareness of body (e.g., name body parts, move distinct body parts)	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-Year Old</u> : Increasingly gains balance, going from sitting to standing to running and even jumping
	CA.24.8 Move creatively while listening to music (e.g., stamp feet, wave arms, sway).	<b>CCA 21-3 Explores Movement and Dance</b> <u>1-Year Old</u> : May move when music is playing and “bounce” to the music
24-36 mos.	CA.36.6 Demonstrate directional and spatial awareness involving time (fast/slow), space (high, middle, low), or energy (hard/soft) (e.g., moving like a turtle, jumping like a frog, floating like a feather, etc.)	<b>CCA 21-3 Explores Movement and Dance</b> <u>2-Year Old</u> : Moves when music is playing; begins to move in time to music
3 to 4 yrs.	CA.48.7 Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet)	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old</u> : Participates in dance or creative movement activities
4 to 5 yrs.	CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground)	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K</u> : Begins to show individual expression in creative movement activities
Strand B: Early learning experiences will support children to explore and respond to creative works.		
Appreciation of the Arts		
24-36 mos.	CA.36.7 Describe or ask questions about a work of art	<b>CCA 21-1 Explores Art Media</b> <u>2-Year Old</u> : Uses a variety of art materials to create artwork or other inventions
	CA.36.8 Express interest in and show appreciation for the creative work of others (e.g., through body language, facial expression or oral language)	<b>CCA 21-1 Explores Art Media</b> <u>2-Year Old</u> : Uses a variety of art materials to create artwork or other inventions
3 to 4 yrs.	CA.48.8 Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details)	<b>LC 7-2 Develops Expressive Communication</b> <u>2-Year Old</u> : Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more
		<b>CCA 21-1 Explores Art Media</b> <u>3-Year Old</u> : Uses a variety of art materials and media to convey an idea; creates something different from what other children create

	CA.48.9 Demonstrate increased appreciation of the work of others and identify preferences	<b>CCA 21-1 Explores Art Media</b> <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
4 to 5 yrs.	CA.60.9 Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy)	<b>CCA 21-1 Explores Art Media</b> <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes

<b>Early Mathematical Discovery</b>		
Strand A: Early learning experiences will support children to understand counting and cardinality.		
Number Names		
12-18 mos.	M.18.1 Say or sign a few number names, but may not necessarily recite them in the correct order	<b>CM 10-1 Begins Counting</b> <u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities
18-24 mos.	M.24.1 Say or sign a few number names, with beginning evidence of correct sequence (e.g., starts with “one”)	<b>CM 10-1 Begins Counting</b> <u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities
24-36 mos.	M.36.1 Say or sign number sequence up to at least five. Use other number names but not necessarily in the correct order	<b>CM 10-1 Begins Counting</b> <u>2-Year Old:</u> Can count up to 5
3 to 4 yrs.	M.48.1 Say or sign the number sequence up to at least 10	<b>CM 10-1 Begins Counting</b> <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
4 to 5 yrs.	M.60.1 Say or sign the number sequence up to at least 20	<b>CM 10-1 Begins Counting</b> <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
Cardinality		
12-18 mos.	M.18.2 Demonstrate one-to-one or one-to-many correspondence (e.g., may fill each compartment in a[n] egg carton with one or several objects)	<b>CM 10-1 Begins Counting</b> <u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities
18-24 mos.	M.24.2 Put objects in one-to-one correspondence (e.g., puts one item in each compartment)	<b>CM 10-1 Begins Counting</b> <u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities
24-36 mos.	M.36.2 Count two to three objects using one-to-one correspondence	<b>CM 10-1 Begins Counting</b> <u>2-Year Old:</u> Can count up to 5 <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence

3 to 4 yrs.	M.48.2 Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set	<b>CM 10-1 Begins Counting</b> <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
	M.48.3 Count out a set of objects up to four	<b>CM 10-1 Begins Counting</b> <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
4 to 5 yrs.	M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set	<b>CM 10-1 Begins Counting</b> <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
	M.60.3 Count out a set of objects up to five	<b>CM 10-1 Begins Counting</b> <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
<b>Written Numerals</b>		
3 to 4 yrs.	M.48.4 Recognize written numerals up to at least five	<b>CM 10-4 Reads and Writes Numbers</b> <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form
4 to 5 yrs.	M.60.4 Recognize written numerals up to at least 10	<b>CM 10-4 Reads and Writes Numbers</b> <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
<b>Recognition of Quantity</b>		
18-24 mos.	M.24.3 Name groups of one to two objects	<b>CM 11-1 Learns Measurement and Quantities</b> <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
24-36 mos.	M.36.3 Name and match a small collection of up to three objects	<b>CM 10-2 Builds and Observes Sets</b> <u>2-Year Old:</u> Counts sets of objects (2-3); may count the same object twice or use numbers out of order
3 to 4 yrs.	M.48.5 Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects	<b>CM 10-2 Builds and Observes Sets</b> <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets
4 to 5 yrs.	M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items	<b>CM 10-2 Builds and Observes Sets</b> <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
<b>Comparison</b>		
18-24 mos.	M.24.4 Compare collections that are quite different in size	<b>CM 11-1 Learns Measurement and Quantities</b> <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
24-36 mos.	M.36.4 Compare collections of 1 to 4 similar items verbally or nonverbally	<b>CM 10-2 Builds and Observes Sets</b> <u>2-Year Old:</u> Counts sets of objects (2-3); may count the same object twice or use numbers out of order



3 to 4 yrs.	M.48.6 Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	<b>CM 10-2 Builds and Observes Sets</b> <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets
4 to 5 yrs.	M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	<b>CM 10-2 Builds and Observes Sets</b> <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).		
Number Operations		
24-36 mos.	M.36.5 Use some vocabulary related to relative quantity (e.g., "more," "less")	<b>CM 11-1 Learns Measurement and Quantities</b> <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
3 to 4 yrs.	M.48.7 Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total
4 to 5 yrs.	M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
	M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).		
Measurement		
18-24 mos.	M.24.5 Use some vocabulary related to size and quantity (e.g., say something is "big" or request "more")	<b>CM 11-1 Learns Measurement and Quantities</b> <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
24-36 mos.	M.36.6 Have an increasing vocabulary related to number, size and quantity (e.g., use words such as "tall," "long")	<b>CM 11-1 Learns Measurement and Quantities</b> <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)
3 to 4 yrs.	M.48.8 Recognize measurable attribute of an object such as length, weight or capacity	<b>CM 11-1 Learns Measurement and Quantities</b> <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words

		depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
4 to 5 yrs.	M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)	<b>CM 11-1 Learns Measurement and Quantities</b> <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
	M.60.10 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools	<b>CM 11-1 Learns Measurement and Quantities</b> <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
<b>Data</b>		
3 to 4 yrs.	M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
4 to 5 yrs.	M. 60.11 Represent data using a concrete object or picture graph according to one attribute	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound <b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
<b>Sorting and Classify</b>		
12-18 mos.	M.18.3 Match objects that are the same	<b>CS 13-2 Classifies or Sorts Objects</b> <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another
18-24 mos.	M.24.6 Sort objects using inconsistent strategies (e.g., favorite items, colors)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another
24-36 mos.	M.36.7 Sort on the basis of one attribute with adult support	<b>CS 13-2 Classifies or Sorts Objects</b> <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events
3 to 4 yrs.	M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
4 to 5 yrs.	M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound

Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).		
Spatial Relationships		
12-18 mos.	M.18.4 Adjust their reach and grasp based upon distance, size and weight of an object	<b>CM 12-2 Develops Spatial Awareness</b> <u>8-12 mos:</u> Explores ways objects and people move and fit in space <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
18-24 mos.	M.24.7 Show beginning understanding of positional vocabulary (e.g., up/down, in/out, on/off, under)	<b>CM 12-2 Develops Spatial Awareness</b> <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
24-36 mos.	M.36.8 Find objects or locations based upon landmarks and position words (e.g., “Your blanket is on the couch.”)	<b>CM 12-2 Develops Spatial Awareness</b> <u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
3 to 4 yrs.	M.48.11 Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object	<b>CM 12-2 Develops Spatial Awareness</b> <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
4 to 5 yrs.	M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object	<b>CM 12-2 Develops Spatial Awareness</b> <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
Identification of Shapes		
18-24 mos.	M.24.8 Match familiar shapes (e.g., circle, square and typical triangle) with same size and orientation	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>1-Year Old:</u> Identifies shapes; begins to sort by size
24-36 mos.	M.36.9 Match familiar shapes with different size and orientation	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight
3 to 4 yrs.	M.48.12 Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
4 to 5 yrs.	M.60.14 Identify and describe a variety of 2-dimensional and 3 dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/ cylinder) regardless of orientation and size	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Composition of Shapes		
3 to 4 yrs.	M.48.13 Combine two or more shapes to create a new shape or to represent an object in the environment	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
4 to 5 yrs.	M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry

<b>Early Scientific Inquiry</b>		
Strand A: Early learning experiences will support children to apply scientific practices.		
Questioning and Defining Problems		
0-6 mos.	See Curiosity and Initiative learning progression in Cognition	See Curiosity and Initiative learning progression in Cognition
6-12 mos.	See Curiosity and Initiative learning progression in Cognition	See Curiosity and Initiative learning progression in Cognition
12-18 mos.	See Curiosity and Initiative learning progression in Cognition	See Curiosity and Initiative learning progression in Cognition
18-24 mos.	S.24.1 Observe and make comments on things observed through the senses	<b>CS 15-1 Explores the Natural Environment</b> <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes
24-36 mos.	S.36.1 Ask simple questions related to things observed through the senses (“what” and “why”)	<b>CS 15-1 Explores the Natural Environment</b> <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play
3 to 4 yrs.	S.48.1 Ask more detailed questions including the relationship between two things or cause and effect relationships	<b>CS 13-1 Explores Objects</b> <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
4 to 5 yrs.	S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”)	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Investigating		
0-6 mos.	See Cause and Affect learning progression in Cognition	See Cause and Affect learning progression in Cognition
6-12 mos.	See Cause and Affect learning progression in Cognition	See Cause and Affect learning progression in Cognition
12-18 mos.	See Cause and Affect learning progression in Cognition	See Cause and Affect learning progression in Cognition
18-24 mos.	See Cause and Affect learning progression in Cognition	See Cause and Affect learning progression in Cognition
24-36 mos.	S.36.2 Manipulate materials and comment on the impact of own actions	<b>CS 14-2 Makes Predictions</b> <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations
3 to 4 yrs.	S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials	<b>CS 14-2 Makes Predictions</b> <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story
4 to 5 yrs.	S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships	<b>CS 14-2 Makes Predictions</b> <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
	S.60.3 Gather data by drawing, counting or otherwise documenting observations	<b>CS 14-4 Draws Conclusions and Sorts Results</b>

		<u>Pre-K</u> : Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
Using Evidence		
0-6 mos.	See Personal Preferences learning progression in Social and Emotional Development	See Personal Preferences learning progression in Social and Emotional Development
6-12 mos.	See Personal Preferences learning progression in Social and Emotional Development	See Personal Preferences learning progression in Social and Emotional Development
12-18 mos.	See Personal Preferences learning progression in Social and Emotional Development	See Personal Preferences learning progression in Social and Emotional Development
18-24 mos.	See Personal Preferences learning progression in Social and Emotional Development	See Personal Preferences learning progression in Social and Emotional Development
24-36 mos.	S.36.3 Provide personal reasons or evidence for decisions or opinions (e.g., "I made this picture green because my mom likes green.")	<b>SED 4-1 Develops Awareness of Self</b> <u>2-Year Old</u> : Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
3 to 4 yrs.	S.48.3 Cite examples to support their ideas (e.g., "I think the plant will die because when I forgot to water my plant it died.")	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>3-Year Old</u> : Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)
4 to 5 yrs.	S.60.4 Give evidence from observations or investigations	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>Pre-K</u> : Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
	S.60.5 Begin to distinguish evidence from opinion	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>Pre-K</u> : Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
Strand B: Early learning experiences will support children to engage in the process of engineering.		
Design Cycle		
24-36 mos.	S.36.4 Gather information to help determine if something has been designed by humans	<b>CS 15-1 Explores the Natural Environment</b> <u>2-Year Old</u> : Uses objects of the natural environment in art, sensory, and play <u>3-Year Old</u> : Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things

3 to 4 yrs.	S.48.4 Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem	<b>CS 14-1 Solves Problems</b> <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
4 to 5 yrs.	S.60.6 Identify a problem and, with adult assistance, design a solution, test and refine design elements	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.		
Unity and Diversity of Life		
18-24 mos.	S.24.2 Explore characteristics of different plants and animals	<b>CS 15-1 Explores the Natural Environment</b> <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes
24-36 mos.	S.36.5 Observe features of plants and animals and explore function of features	<b>CS 15-1 Explores the Natural Environment</b> <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play
3 to 4 yrs.	S.48.5 Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups	<b>CS 15-1 Explores the Natural Environment</b> <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
	S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.
4 to 5 yrs.	S.60.7 Group and classify living things based upon features, providing evidence to support groupings	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
	S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Living Things and Their Interactions with the Environment and Each Other		
18-24 mos.	S.24.3 Observe living things	<b>CS 15-1 Explores the Natural Environment</b> <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes

24-36 mos.	S.36.6 Observe how a variety of living things obtain food as a source of energy for surviving	<b>CS 15-1 Explores the Natural Environment</b> <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
3 to 4 yrs.	S.48.7 Explore how animals depend upon the environment for food, water and shelter	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
4 to 5 yrs.	S.60.9 Provide examples of how animals depend on plants and other animals for food	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Strand D: Early learning experiences will support children to understand physical sciences.		
Energy, Force and Motion		
18-24 mos.	S.24.4 Use trial and error to explore the way different objects move	<b>CS 13-1 Explores Objects</b> <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
24-36 mos.	S.36.7 Observe different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact (collide)	<b>CS 13-1 Explores Objects</b> <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
3 to 4 yrs.	S.48.8 Investigate how objects' speed and direction can be varied	<b>CS 13-1 Explores Objects</b> <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
4 to 5 yrs.	S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move	<b>CS 14-2 Makes Predictions</b> <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
	S.60.11 Determine cause and effect of push/pull/collision that make objects, start, stop and change direction	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
Matter and Properties		
18-24 mos.	S.24.5 Observe simple attributes of materials (e.g., hard, soft)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another
24-36 mos.	S.36.8 Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength)	<b>CS 13-1 Explores Objects</b> <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living

3 to 4 yrs.	S.48.9 Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
4 to 5 yrs.	S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
	S.60.13 Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.)	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
Strand E: Early learning experiences will support children to understand features of earth.		
Earth's Features and the Effects of Weather and Water		
18-24 mos.	S.24.6 Observe natural features of the earth (e.g., land, rain)	<b>CS 15-1 Explores the Natural Environment</b> <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes
24-36 mos.	S.36.9 Describe common features of the earth (e.g., sky, land and water) and what is found there (e.g., birds, fish, stars)	<b>CS 15-1 Explores the Natural Environment</b> <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play
3 to 4 yrs.	S.48.10 Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.)	<b>CS 15-1 Explores the Natural Environment</b> <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
	S.48.11 Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles)	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.
4 to 5 yrs.	S.60.14 Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts.)	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Earth and Human Activity		
18-24 mos.	S.24.7 Talk about different foods humans eat	<b>PMP 20-1 Learns about Nutrition</b> <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods
24-36 mos.	S.24.10 Give examples of natural resources that humans use to survive (e.g., food, water)	<b>CS 15-1 Explores the Natural Environment</b> <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play
		<b>PMP 20-1 Learns about Nutrition</b> <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods



3 to 4 yrs.	S.48.12 Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples)	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
4 to 5 yrs.	S.60.15 Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.)	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things

<b>Social Studies</b>		
Strand A: Early Learning experiences will support children to understand self, family and a diverse community.		
Individual Development and Identity		
3 to 4 yrs.	SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.)	<b>SED 4-1 Develops Awareness of Self</b> <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
	SS.48.2 Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers)	<b>SED 4-1 Develops Awareness of Self</b> <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
4 to 5 yrs.	SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families	<b>SED 4-1 Develops Awareness of Self</b> <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
		<b>SS 16-1 Explores Cultures</b> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
Culture		
3 to 4 yrs.	SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.)	<b>SS 16-1 Explores Cultures</b> <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work
4 to 5 yrs.	SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter)	<b>SS 16-1 Explores Cultures</b> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
Strand B: Early Learning experiences will support children to learn about people and the environment.		

<b>Power, Authority and Governance</b>		
3 to 4 yrs.	SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom	<b>ATL 2-2 Shows Responsibility</b> <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
4 to 5 yrs.	SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom	<b>ATL 2-2 Shows Responsibility</b> <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
<b>People, Places and Environments</b>		
3 to 4 yrs.	SS.48.5 Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.
	SS.48.6 Describe, draw or construct aspects of the geography of the classroom and/or home	<b>SS 16-3 Explores Geography</b> <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.
4 to 5 yrs.	SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
	SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.)	<b>SS 16-3 Explores Geography</b> <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
<b>Civic Ideals and Practices</b>		
3 to 4 yrs.	SS.48.7 Participate in jobs and responsibilities at home, classroom or community	<b>ATL 2-2 Shows Responsibility</b> <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
4 to 5 yrs.	SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets)	<b>ATL 2-2 Shows Responsibility</b> <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.		
<b>Individuals, Groups and Institutions</b>		

3 to 4 yrs.	SS.48.8 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships
4 to 5 yrs.	SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
<b>Production, Distribution and Consumption</b>		
3 to 4 yrs.	SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play	<b>SS 16-5 Learns about Government and Economics</b> <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play
4 to 5 yrs.	SS.60.8 Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs	<b>SS 16-5 Learns about Government and Economics</b> <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
<b>Science, Technology and Society</b>		
3 to 4 yrs.	SS.48.10 Understand the use of tools, including technology, for a variety of purposes	<b>CS 13-3 Learns Using Technology</b> <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet
		<b>SS 16-5 Learns about Government and Economics</b> <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play
4 to 5 yrs.	SS.60.9 Begin to be aware of technology and how it affects life	<b>CS 13-3 Learns Using Technology</b> <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
		<b>SS 16-5 Learns about Government and Economics</b> <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
<b>Strand D: Early Learning experiences will support children to understand change over time.</b>		
<b>Time, Continuity and Change</b>		
3 to 4 yrs.	SS.48.11 Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow)	<b>SS 16-2 Understands Time</b> <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)
	SS.48.12 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed	<b>SS 16-2 Understands Time</b> <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)

4 to 5 yrs.	SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one’s self, family and community	<b>SS 16-2 Understands Time</b> <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
	SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history	<b>SS 16-2 Understands Time</b> <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year

**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:

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