

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:
**Nebraska's Birth to Five
Learning and Development Standards**



References

Nebraska Department of Education, Nebraska Health and Human Services System. (2018). *Nebraska early learning guidelines for ages birth to 3*. NE: Author. Retrieved from <https://cdn.education.ne.gov/wp-content/uploads/2018/06/ELG-PDF.pdf>

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| Nebraska's Birth to Five Learning and Development Standards | Vine Assessments by LifeCubby |
| Social & Emotional Development | Vine Indicators |
| Self Concept - Develops self-awareness and sense of self | |
| Birth - 9 months | |
| Learns about self by exploring hands, feet, body, and movement. | SED 4-1 Develops Awareness of Self |
| Listens or responds (smiling, cooing) when name is said. | SED 3-1 Expresses Emotion |
| Shows interest in looking at self in a mirror. | SED 4-1 Develops Awareness of Self |
| Explores people, materials, and the environment freely by looking, tasting, smelling, touching, and hearing. | CS 13-1 Explores Objects |
| 7 months – 20 months | |
| Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others. | SED 4-1 Develops Awareness of Self |
| Engages in joint attention with familiar others. | SED 5-1 Bonds with Adults |
| Expresses desires and preferences (may reject non-preferred items) | SED 3-1 Expresses Emotion |
| Responds by looking or coming when called by name. | SED 3-1 Expresses Emotion |
| Identifies image of self | SED 4-1 Develops Awareness of Self |
| Shows awareness of body parts | SED 4-1 Develops Awareness of Self |
| 18 months – 36 months | |
| Uses different words or signs to refer to self and others. | SED 4-1 Develops Awareness of Self |
| Identifies obvious physical similarities and differences between self and others. | SED 4-1 Develops Awareness of Self |
| Shows others what they can do. | SED 4-2 Becomes Confident |
| Uses personal pronouns (e.g., I, you, me). | SED 4-1 Develops Awareness of Self |
| Shows independence by occasionally resisting adult control. | ATL 1-5 Shows Initiative |
| 3-4 years | |
| Refers to self by first and last name and identifies some personal characteristics (e.g., gender, hair color). | SED 4-1 Develops Awareness of Self |

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| Introduces self and family members to others. | SED 4-1 Develops Awareness of Self |
| Describes themselves in terms of basic preferences. | SED 4-1 Develops Awareness of Self |
| Makes independent choices and plans from a broad range of diverse play areas or interest centers. | ATL 1-5 Shows Initiative |
| Shows growing independence in a range of activities, routines, and tasks. | ATL 1-5 Shows Initiative |
| 4-5 years | |
| Expresses individuality by making independent decisions. | ATL 1-5 Shows Initiative |
| Expresses ideas for activities and initiates discussions. | ATL 1-5 Shows Initiative |
| Actively engages in activities and interactions with adults and peers. | ATL 1-5 Shows Initiative |
| Discusses their own actions and efforts. | SED 4-2 Becomes Confident |
| Uses positive words to describe self. | SED 4-2 Becomes Confident |
| Contributes to group discussions expressing own thoughts and ideas. | ATL 1-5 Shows Initiative |
| Self Control - Manages emotions with increasing independence. | |
| Birth to 9 months | |
| Responds to having needs met (e.g., is comforted by being picked up or fed) | SED 3-2 Manages Feelings & Demonstrates Self-Control |
| Communicates feelings through nonverbal cues (e.g., smiles, cries, laughs, gestures) | SED 3-1 Expresses Emotion |
| 7 months – 20 months | |
| Shows anticipation and responds to familiar routines. | ATL 2-1 Understands Routines |
| Accepts reassurance from familiar adult. | SED 5-1 Bonds with Adults |
| Self-soothes by sucking fingers/thumb, cuddling transition object. | SED 3-2 Manages Feelings & Demonstrates Self-Control |
| 18 months – 36 months | |
| Responds appropriately to repeated reminders and redirection. | ATL 2-2 Shows Responsibility |
| Follows simple rules when stated in positive, brief statements and are reminded in advance (e.g., "Feet on the floor") | ATL 2-2 Shows Responsibility |

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| Begins to use different ways to calm or comfort self when upset. | SED 3-2 Manages Feelings & Demonstrates Self-Control |
| 3-4 years | |
| Recognizes and describes a wide range of feelings including the primary emotions. | SED 3-1 Expresses Emotion |
| Manages transitions and adapts to changes in schedules, routines, and situations with adult support. | ATL 2-1 Understands Routines |
| Follows simple program rules, routines, and directions with few reminders. | ATL 2-1 Understands Routines |
| Shows awareness and responds appropriately to the feelings of others. | SED 6-1 Builds Empathy |
| 4-5 years | |
| Empathizes with feelings of others (e.g., tries to comfort a sad friend) | SED 6-1 Builds Empathy |
| Describes emotions to trusted adult and peers. | SED 5-1 Bonds with Adults SED 6-2 Bonds with Peers |
| Manages impulses and feelings (e.g., takes three deep breaths, uses calming words, pulls self out of play to go to "safe spot" to relax, uses expressive activities) | SED 3-2 Manages Feelings & Demonstrates Self-Control |
| Transitions between tasks with minimal direction from adults. | ATL 1-6 Thinks with Creativity & Flexibility |
| Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means. | SED 6-3 Cooperates with Peers |
| Participates in daily routine without being asked. | ATL 2-1 Understands Routines |
| Cooperation and Prosocial Behavior - Develops foundational skills to support cooperation and prosocial behavior | |
| Birth to 9 months | |
| Cries when other children are crying. | SED 6-1 Builds Empathy |
| Vocalizes or gets excited in response to adult/child interactions. | SED 3-1 Expresses Emotion |
| Looks at and watches another child who is crying or upset. | SED 6-1 Builds Empathy |
| Imitates facial expressions during face-to-face interactions. | SED 5-2 Learns from Adults |
| Establishes eye contact. | ATL 1-1 Is Attentive |

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| Seeks social attention. | ATL 1-5 Shows Initiative |
| 7 months to 20 months | |
| Recognizes that certain adult actions are associated with expected behavior (e.g., "When caregiver puts me in highchair I am going to eat) | ATL 2-1 Understands Routines |
| Squeals or runs with joy when others are happy and excited. | SED 3-1 Expresses Emotion |
| Shows affection to others. | SED 3-1 Expresses Emotion |
| Begins to use adult help to take turns. | SED 6-3 Cooperates with Peers |
| Offers a toy to another child who is crying or upset. | SED 6-1 Builds Empathy |
| 18 months to 36 months | |
| Experiments with effects of own actions on objects and people. | ATL 1-4 Is Curious |
| Demonstrates understanding that playing with certain desirable or forbidden objects will get adults' attention. | SED 5-2 Learns from Adults |
| Looks for an adult to help when another child is crying. | SED 6-1 Builds Empathy |
| Imitates familiar tasks such as wiping the table. | SED 5-2 Learns from Adults |
| 3-4 years | |
| Seeks out other children with whom to play. | ATL 1-5 Shows Initiative |
| Waits to take turn in an activity. | SED 6-3 Cooperates with Peers |
| Demonstrates understanding of sharing. | SED 6-3 Cooperates with Peers |
| Uses appropriate communication skills to initiate or join classroom activities. | SED 6-3 Cooperates with Peers |
| Shows empathy for physically hurt or emotionally upset child. | SED 6-1 Builds Empathy |
| Increases use of language skills instead of physical force to resolve conflicts. | SED 3-2 Manages Feelings & Demonstrates Self-Control |
| Uses social conventions. | ATL 2-2 Shows Responsibility |
| 4-5 years | |
| Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means. | SED 6-3 Cooperates with Peers |

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| Recognizes how actions affect others and accepts consequences for own actions. | ATL 2-2 Shows Responsibility |
| Engages in cooperative group play. | SED 6-3 Cooperates with Peers |
| Accepts guidance and direction from a variety of familiar adults. | SED 5-2 Learns from Adults |
| Follows basic rules and routines for play and group participation. | ATL 2-2 Shows Responsibility |
| Social Relationships - Shows interest in, interacts with, and develops personal relationships with others | |
| Birth to 9 months | |
| Enjoys and needs physical contact from adults. | SED 5-1 Bonds with Adults |
| Looks at, touches, or explores another's face. | ATL 1-4 Is Curious |
| Interacts in predictable ways with familiar adults. | SED 5-2 Learns from Adults |
| Shows recognition of familiar people (e.g., smiles, reaches for, or makes sounds towards another person) | SED 5-1 Bonds with Adults |
| Communicates needs through a variety of behaviors (e.g., crying, looking, smiling, reaching) | SED 3-1 Expresses Emotion |
| May avoid or withdraw from unfamiliar adults. | SED 5-1 Bonds with Adults |
| 7 months to 20 months | |
| Looks to familiar adults for emotional support, help, and encouragement. | SED 5-1 Bonds with Adults |
| Reacts or may become distressed when separated from familiar adults. | SED 5-1 Bonds with Adults |
| Participates in simple social games. | SED 5-2 Learns from Adults |
| Plays next to other children with similar toys/materials. | SED 6-2 Bonds with Peers |
| Participates in simple back and forth interactions with another child. | SED 6-3 Cooperates with Peers |
| 18 months to 36 months | |
| Looks to, or seeks out, familiar adults for comfort when upset or tired. | SED 6-2 Bonds with Peers |
| Asks familiar adult for assistance when encountering difficult tasks or situations. | SED 5-2 Learns from Adults |

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| Seeks out other children for social interaction. | SED 6-2 Bonds with Peers |
| Engages in parallel play or simple associative play with other children. | SED 6-3 Cooperates with Peers |
| Shows preference for particular playmates. | SED 6-2 Bonds with Peers |
| Defends own possessions. | SED 3-1 Expresses Emotions |
| Displays moments of independence. | SED 4-2 Becomes Confident |
| 3-4 years | |
| Responds to adults' questions. | |
| Shares by taking turns with materials and toys with other children. | SED 6-3 Cooperates with Peers |
| Engages in cooperative play with others (may require adult guidance) | SED 6-3 Cooperates with Peers |
| Uses adults as a resource to solve problems. | SED 5-2 Learns from Adults |
| Suggests solutions to conflicts with adult guidance and support. | SED 5-2 Learns from Adults |
| Uses words to express anger, such as "I don't like it when you push me!" or "That makes me mad!" | SED 3-1 Expresses Emotions |
| 4-5 years | |
| Develops close friendships with one or two children as well as plays with many children. | SED 6-2 Bonds with Peers |
| Notifies who is absent from circle time and asks about it, showing concern for others. | SED 6-1 Builds Empathy |
| Initiates conversations with adults and other children. | ATL 1-5 Shows Initiative |
| Accepts and requests guidance from adults. | SED 5-2 Learns from Adults |
| Knows how to join a group of playing children. | SED 6-3 Cooperates with Peers |
| Engages in sustained periods of cooperative play. | SED 6-3 Cooperates with Peers |
| Knowledge of Families and Communities - Develops a sense of belonging to family, community, and other groups | |
| Birth to 9 months | |
| Looks intently at human faces. | ATL 1-1 Is Attentive |
| Reacts to something unfamiliar (e.g., scent, appearance, dress, voice) | ATL 1-4 Is Curious |
| Seeks to be near familiar adults. | SED 5-1 Bonds with Adults |
| 7 months to 20 months | |

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| Seeks attention from trusted adults. | SED 5-1 Bonds with Adults |
| Watches adults for their response to actions. | SED 5-2 Learns from Adults |
| Enjoys looking at, pointing to or naming familiar people in family photos. | SED 5-1 Bonds with Adults |
| Calls for “Mama” or familiar person when in a new situation. | SED 5-1 Bonds with Adults |
| 18 months to 36 months | |
| Talks about members of his/her family. | SED 4-1 Develops Awareness of Self |
| Makes simple drawings to depict family members or self. | CCA 21-1 Explores Art Media |
| 3-4 years | |
| Recognizes familiar places in their environment (stores, parks, restaurants, roads, buildings, trees, gardens, bodies of water, and land formations) | SS 16-3 Explores Geography |
| Sees self as a family member and identifies his/her role within the family. | SED 4-1 Develops Awareness of Self |
| Reads/looks at books and writes/dictates/shares or dramatizes stories about families/events. | SS 16-1 Explores Cultures |
| 4-5 years | |
| Recognizes a variety of jobs and the work associated with them. | SS 16-4 Learns about Community Roles and Jobs |
| Sometimes recognizes other children’s family members (e.g., who they are, where they work) | SS 16-4 Learns about Community Roles and Jobs |
| Identifies self as being a part of different groups e.g., (family, community, culture, preschool) | SED 4-1 Develops Awareness of Self |
| Understands that events in the past, present, or future relate to, and can change self, family, and community. | SS 16-2 Understands Time |

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| Approaches to Learning | |
| Initiative and Curiosity - Develops foundational skills that support initiative, self-direction, and curiosity as a learner | |
| Birth to 9 months | |

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| Observes other children and adults. | ATL 1-1 Is Attentive |
| Explores own fingers and toes. | SED 4-1 Develops Awareness of Self |
| Repeats actions that produce interesting and pleasurable effects (e.g., swatting or kicking at mobile, cooing to gain attention) | ATL 1-3 Is Persistent |
| Communicates through sounds, gestures, and beginning oral language (e.g., squealing, crying, pointing, babbling) | LC 7-2 Develops Expressive Communication |
| Comforts self by cooing, babbling, clutching, or mouthing a favorite object. | SED 3-2 Manages Feelings & Demonstrates Self-Control |
| 7 months to 20 months | |
| Chooses toys/objects for play. | ATL 1-5 Shows Initiative |
| Imitates actions and behaviors of adults and other children (e.g., sounds, facial expressions, gestures) | SED 5-2 Learns from Adults |
| Shows a sense of satisfaction when making things happen (e.g., claps after touching a toy to make music play) | SED 4-2 Becomes Confident |
| Points or protests to signal likes and dislikes. | SED 3-1 Expresses Emotion |
| Selects desired object from multiple options. | ATL 1-5 Shows Initiative |
| Begins to exhibit response inhibition. | SED 3-1 Expresses Emotion |
| 18 months to 36 months | |
| Verbally expresses desire to complete tasks on their own. | SED 3-1 Expresses Emotion |
| Makes choices about what stories, songs, simple games to read, sing, play; which clothes to wear. | ATL 1-5 Shows Initiative |
| Asks questions repeatedly about familiar objects, people, and experiences (e.g., "Why?", "What's that?", "How come?") | ATL 1-4 Is Curious |
| Engages in pretend play around familiar events (e.g., arranges chairs to become a car, talks on a toy phone) | ATL 1-6 Thinks with Creativity and Flexibility |
| Engages in parallel play. | SED 6-3 Cooperates with Peers |
| 3-4 years | |
| Shows willingness to listen to a new song or story. | ATL 1-4 Is Curious |

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| Participates with different art materials, dramatic play, and puzzles/toys/blocks. | ATL 1-4 Is Curious |
| Chooses activity at choice time and goes to another area to play when finished. | ATL 1-6 Thinks with Creativity and Flexibility |
| Selects items/objects from a variety of choices and comes up with ideas about ways to use them constructively. | ATL Shows Initiative |
| Works to complete tasks with increasing independence—starts an art project and asks to continue it the next day. | ATL Is Persistent |
| 4-5 years | |
| Alters behavior with verbal reminder or nonverbal signal from adult. | ATL Shows Responsibility |
| Follows and responds positively to directions from adult (e.g., gets and brings carpet square to meeting area for story time) | ATL Shows Responsibility |
| Accepts suggestions from other children during play. | ATL 1-6 Thinks with Creativity and Flexibility |
| Notices new displays and materials and discusses them with the adult. | ATL Is Curious |
| Offers or accepts assistance from other children when help is needed. | SED 6-3 Cooperates with Peers |
| Sensory Exploration, Reasoning and Problem Solving - Demonstrates active inquiry, persistence, problem identification, and application of knowledge to new situations. | |
| Birth to 9 months | |
| Expresses discomfort when needs are not met. | ATL 1-3 Is Persistent |
| Examines objects for brief periods. | ATL 1-4 Is Curious |
| Explores the environment through movement and use of senses (e.g., mouthing toys, puts fingers/toes in mouth, rolls toward toy, plays peek-a-boo) | ATL 1-4 Is Curious |
| Uses repetition to make something happen again. | ATL 1-3 Is Persistent |
| Tries one or two ways to reach an object or person (e.g., pulls on a | ATL 1-3 Is Persistent |

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| blanket to bring a toy closer, rolls over, moves around obstacles to reach a desired object) | |
| 7 months to 20 months | |
| Focuses on activity but is easily distracted. | ATL 1-3 Is Persistent |
| Uses movement, space, and materials to explore the environment (e.g., rolls or kicks a ball, manipulates shape sorters, builds with blocks) | ATL 1-4 Is Curious |
| Experiments with cause and effect. | ATL 1-4 Is Curious |
| Looks to adult for help when trying to accomplish difficult tasks. | SED 5-1 Bonds with Adults |
| Understands the concept of object permanence and looks for object or person that has disappeared from sight. | ATL 1-2 Develops Memory |
| 18 months to 36 months | |
| Focuses on an activity for short periods of time despite distractions. | ATL 1-1 Is Attentive |
| Attempts a task before asking for assistance. | ATL 1-5 Shows Initiative |
| Manipulates materials to cause an action. | ATL 1-3 Is Persistent |
| Uses objects as a tool (low chair to climb higher, paint brushes) | ATL 1-6 Thinks with Creativity and Flexibility |
| Tries several methods to problem solve (moves obstacles to reach objects, twists, pulls and pounds to take an object apart) | ATL 1-3 Is Persistent |
| 3-4 years | |
| Agrees to continue to work on an activity or computer/tablet application when the teacher offers help with a problem. | ATL 1-3 Is Persistent |
| Asks for assistance after trying for a couple minutes to put a puzzle together. | ATL 1-3 Is Persistent |
| Uses objects to represent real items in pretend play (e.g., cardboard box as car, sets up a "grocery store" using blocks/other classroom items) | ATL 1-6 Thinks with Creativity and Flexibility |
| Makes comparisons among objects that are observed. | CS 13-2 Classifies or Sorts Objects |

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| Describes and explains reasoning for classifying and sorting different items. | CS 13-2 Classifies or Sorts Objects |
| 4-5 years | |
| Uses symbols/images/objects to represent something not present. | ATL 1-2 Develops Memory |
| Constructs a bridge or other structure with blocks using past experiences as a guide. | ATL 1-2 Develops Memory |
| Recalls and reflects on experiences and information, and interprets or draws conclusions based on the information (e.g., tells teacher during clean up at school about matching spoons at home after washing dishes) | ATL 1-2 Develops Memory |
| Asks what would happen if materials were added or taken away during activities or exploration (e.g., asks, "What would happen to a floating boat if objects were added to the deck?") | ATL 1-4 Is Curious |

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| Health and Physical Development | |
| Fine (Small) Motor Skills - Uses finger and hand control to operate and use small objects demonstrating fine motor coordination | |
| Birth to 9 months | |
| Reaches for and grasps objects using their entire hand. | PMP 18-2 Develops Fine Hand-Eye Coordination |
| Uses hand in a raking or sweeping motion to bring an object closer. | PMP 17-3 Develops Upper Body Strength |
| Pulls spoon out of their mouth | PMP 18-2 Develops Fine Hand-Eye Coordination |
| Transfers object from one hand to another. | PMP 18-2 Develops Fine Hand-Eye Coordination |
| Reaches toward a toy and makes grasping motions with their hand. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Reaches for a second toy when already holding one in their other hand. | PMP 18-2 Develops Fine Hand-Eye Coordination |
| Has hands in an open position when relaxed. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| 7 months to 20 months | |
| Explores properties of objects and materials by using various hand | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |

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| actions (e.g., rotating wrists to examine all sides, pulling or picking at them) | |
| Uses pincer grasp to pick up small items, such as cereal, or hold crayon. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Points with index finger to pictures in a book, objects, or at people or animals. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Turns the pages of a board book. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Uses two hands to pick up a large object and one hand to pick up a smaller object. | PMP 18-2 Develops Fine Hand-Eye Coordination |
| Stacks two to three small blocks into a tower. | PMP 18-2 Develops Fine Hand-Eye Coordination |
| 18 months to 36 months | |
| Dumps a container by turning it over. | PMP 18-2 Develops Fine Hand-Eye Coordination |
| Handles objects with growing skill (e.g., strings large beads, places shapes in corresponding opening in shape box, turns the pages of a paper book one at a time) | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Holds and uses different tools for different purposes (e.g., spoons, paintbrushes, crayons, pencils, scissors) | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Puts connecting blocks together and pulls them apart with relative ease. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Builds a tower with 6+ blocks. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| 3-4 years | |
| Uses fork and spoon to eat. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Manages large buttons. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Handles small objects, such as stringing small beads and pegboard pegs, with growing skill. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Uses scissors to cut simple shapes. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Pulls caps off markers and puts them back on firmly. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Opens and closes lids on a container. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Builds with small blocks and pulls them apart with relative ease. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| 4-5 years | |
| Uses scissors to cut out shapes with moderate levels of precision and control. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Draws letter like forms. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |

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| Zips and snaps clothing to dress self. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Uses tripod grasp to hold and manipulate writing and art tools. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Uses coordinated movements to complete complex tasks such as cutting along a line, pouring, or buttoning. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Gross (Large) Motor Skills - Child demonstrates effective and efficient use of large muscles for movement, position, and to explore the environment. | |
| Birth to 9 months | |
| Demonstrates control of head and neck. | PMP 17-1 Develops Perception & Balance |
| Rolls from back to stomach, and stomach to back. | PMP 17-1 Develops Perception & Balance |
| Maintains posture in sitting position and shifts between sitting and other positions. | PMP 17-1 Develops Perception & Balance |
| Holds head and torso up on two hands. | PMP 17-1 Develops Perception & Balance |
| Uses forearms to pull body forward on the floor while laying on their tummy. | PMP 17-3 Develops Upper Body Strength |
| Hits or kicks at objects to achieve goals. | PMP 17-2 Develops Lower Body Strength PMP 17-3 Develops Upper Body Strength |
| Uses arms and legs purposefully (e.g., lifts head, claps hands, holds arms up to be picked up, reaches for objects) | PMP 17-2 Develops Lower Body Strength PMP 17-3 Develops Upper Body Strength |
| Rocks back and forth on hands and knees, may begin to creep or crawl on hands and knees or hands and feet. | PMP 17-1 Develops Perception & Balance |
| 7 months to 20 months | |
| Cruises while holding onto furniture. | PMP 17-2 Develops Lower Body Strength |
| Climbs onto adult sized furniture. | PMP 17-5 Develops Large Motor Coordination Skills |
| Learns new muscle coordination for each new locomotor skill and how to adjust for changing ground surfaces. | PMP 17-5 Develops Large Motor Coordination Skills |
| Walks without support. | PMP 17-2 Develops Lower Body Strength |
| Throws ball and other objects independently. | PMP 17-5 Develops Large Motor Coordination Skills |

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| Squats to explore toys or objects on the ground and then stands up. | PMP 17-1 Develops Perception & Balance |
| Crawls or creeps up or down a few steps. | PMP 17-5 Develops Large Motor Coordination Skills |
| 18 months to 36 months | |
| Actively explores indoor and outdoor environment. | PMP 17-5 Develops Large Motor Coordination Skills |
| Bends over to pick up a toy or object and stands up without trouble. | PMP 17-1 Develops Perception & Balance |
| Kicks and throws a ball, but has little control of direction or speed. | PMP 17-5 Develops Large Motor Coordination Skills |
| Shows growing skill in climbing up and down steps. | PMP 17-5 Develops Large Motor Coordination Skills |
| Rides on strider toy, pushing their feet on the ground to move. | PMP 17-5 Develops Large Motor Coordination Skills |
| Walks and runs, adjusting speed depending on the situation. | PMP 17-2 Develops Lower Body Strength |
| Experiments with different body movements, such as dancing, jumping, hopping around the room or outdoors. | PMP 17-2 Develops Lower Body Strength |
| 3-4 years | |
| Walks and runs around obstacles and corners. | PMP 17-5 Develops Large Motor Coordination Skills |
| Gallops or hops. | PMP 17-5 Develops Large Motor Coordination Skills |
| Balances on one foot. | PMP 17-1 Develops Perception & Balance |
| Pretends to be various jumping or crawling creatures (e.g., rabbit, frog, kangaroo, lizard) | PMP 17-5 Develops Large Motor Coordination Skills |
| Throws large bean bags or ball with some accuracy. | PMP 17-4 Develops Gross Hand-Eye Coordination |
| Climbs on play equipment. | PMP 17-5 Develops Large Motor Coordination Skills |
| Develops spatial awareness and may enjoy activities such as crawling through tunnels, simple obstacle courses, or under tables. | PMP 17-1 Develops Perception & Balance |
| 4-5 years | |
| Jumps on two feet over small objects with some control. | PMP 17-2 Develops Lower Body Strength |
| Jumps for distance and/or height. | PMP 17-2 Develops Lower Body Strength |
| Combines large muscle movements with equipment (e.g., swinging, using a slide, riding a tricycle, or bouncing a ball) | PMP 17-5 Develops Large Motor Coordination Skills |

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| Engages in activities that involve climbing, swinging, rolling, spinning, jumping, tumbling, or being upside down. | PMP 17-5 Develops Large Motor Coordination Skills |
| Walks up and down stairs using alternating feet. | PMP 17-5 Develops Large Motor Coordination Skills |
| Pedals consistently when riding a tricycle. | PMP 17-5 Develops Large Motor Coordination Skills |
| Starts and stops a tricycle intentionally. | PMP 17-5 Develops Large Motor Coordination Skills |
| Health and Safety Practices - Child develops an awareness and understanding of health, physical activity, and safety | |
| Birth to 9 months | |
| Responds to vocalizations during routines, including diaper changes, feeding/eating, dressing. | PMP 19-2 Develops Self- Care Skills |
| Indicates needs and wants through vocalizations and body language when hungry, tired, uncomfortable, or has a soiled diaper. | PMP 19-2 Develops Self- Care Skills |
| Relaxes during bathing routines. | PMP 19-2 Develops Self- Care Skills |
| Recognizes the differences between adults who serve as primary caregivers and strangers. | SED 5-1 Bonds with Adults |
| May display anxiety when faced with unfamiliar adults. | SED 5-1 Bonds with Adults |
| 7 months to 20 months | |
| Vocalizes needs and wants when hungry, tired, uncomfortable, or has a soiled diaper. | PMP 19-2 Develops Self- Care Skills |
| Reacts and responds to cues from adults regarding warnings of danger. | PMP 20-2 Learns Safety Rules |
| Reacts to adult verbal directions, but may need assistance to stop or avoid unsafe behavior. | PMP 20-2 Learns Safety Rules |
| Participates in personal care routines (e.g., hand washing, teeth brushing, bath time) | PMP 19-2 Develops Self- Care Skills |
| Puts out arms while shirt or coat is put on. | PMP 19-2 Develops Self- Care Skills |
| Brushes own teeth and gums with assistance. | PMP 19-2 Develops Self- Care Skills |
| 18 months to 36 months | |

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| Participates in indoor and outdoor physical activities (e.g., running, jumping, climbing) | PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times |
| Avoids dangers (e.g., blows on hot foods, hot surfaces, sharp utensils), but cannot be relied on to keep self safe. | PMP 20-2 Learns Safety Rules |
| Communicates to adult when someone hurts them or makes them feel bad. | PMP 20-2 Learns Safety Rules |
| Attempts personal care tasks independently (e.g., dressing, wipes nose with tissue, washes/dries hands) | PMP 19-2 Develops Self- Care Skills |
| 3-4 years | |
| Actively participates in indoor/outdoor physically active play that enhances health and well-being. | PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times |
| Takes care of own toileting needs. | PMP 19-3 Becomes Toilet Trained |
| Cooperates and assists adult with tooth brushing. | PMP 19-2 Develops Self- Care Skills |
| Uses good personal hygiene practices. | PMP 19-2 Develops Self- Care Skills |
| Follows program or safety rules with few reminders and recognizes signs of danger. | PMP 20-2 Learns Safety Rules |
| Communicates to peers and adults when seeing dangerous behaviors. | PMP 20-2 Learns Safety Rules |
| Understands the difference between safe and unsafe touch. | PMP 20-2 Learns Safety Rules |
| Identifies appropriate clothing for various weather conditions. | PMP 19-2 Develops Self- Care Skills |
| Recognizes safety issues with guns, water, fire, and strangers. | PMP 20-2 Learns Safety Rules |
| 4-5 years | |
| Recognizes danger and poison symbols and avoids those objects/areas. | PMP 20-2 Learns Safety Rules |
| Recognizes the importance of doctor and dentist visits as a necessary and positive experience. | PMP 19-2 Develops Self- Care Skills |
| Cooperates and participates in care for illness (e.g., takes medicine with adult assistance, understands importance of taking each dose, uses tissue to blow nose) | PMP 19-2 Develops Self- Care Skills |

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| Understands and explains that some practices may be personally dangerous (e.g., playing near streets and/or ditches, smoking, playing with matches or lighters) | PMP 20-2 Learns Safety Rules |
| Identifies adults that can help in dangerous situations (e.g., parents, teachers, police officers) | PMP 20-2 Learns Safety Rules |
| Recognizes personal privacy in relation to their body. | PMP 19-2 Develops Self- Care Skills |
| Exhibits independence in toileting and other personal care tasks, such as teeth brushing, washing hands, blowing nose, dressing. | PMP 19-2 Develops Self- Care Skills |
| Nutrition - Develops healthy eating habits and exhibits increasing independence in eating abilities | |
| Birth to 9 months | |
| Breast or bottle feeds, depending on familiar preference. | PMP 20-1 Learns about Nutrition |
| Uses facial expressions and body movements to indicate hunger and satiation. | PMP 19-1 Develops Meal Time Independence |
| Regulates speed and intensity of eating. | PMP 19-1 Develops Meal Time Independence |
| May experiment with tastes of pureed foods beginning at 6 months, and/or with physician's approval. | PMP 19-1 Develops Meal Time Independence |
| Explores food with fingers. | PMP 19-1 Develops Meal Time Independence |
| 7 months to 20 months | |
| Tries and eats a variety of foods. | PMP 19-1 Develops Meal Time Independence |
| Uses actions or words to indicate needs/ preferences (e.g., turns head away, reaches toward food) | PMP 19-1 Develops Meal Time Independence |
| Shows increasing interest in food and mealtimes. | PMP 19-1 Develops Meal Time Independence |
| Occasionally uses fork and spoon, although not always with accuracy. | PMP 19-1 Develops Meal Time Independence |
| 18 months to 36 months | |
| Eats own food at table with other children and/or adults. | PMP 19-1 Develops Meal Time Independence |
| Distinguishes between food and non-food items. | PMP 19-1 Develops Meal Time Independence |
| Uses serving utensils and begins to pass/receive food with assistance. | PMP 19-1 Develops Meal Time Independence |

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| Uses fork and spoon with limited accuracy but continues to use fingers often. | PMP 19-1 Develops Meal Time Independence |
| 3-4 years | |
| Uses spoon and fork but may resort to fingers for efficiency. | PMP 19-1 Develops Meal Time Independence |
| Uses dramatic play and learning experiences to gain awareness of various food sources and how they're prepared. | PMP 19-1 Develops Meal Time Independence |
| Expresses hunger and satiety verbally and uses descriptive vocabulary for food preferences. | PMP 19-1 Develops Meal Time Independence |
| Knows and participates in routines for serving, passing, and cleaning up after meals. | PMP 19-1 Develops Meal Time Independence |
| Uses serving utensils to self-serve food and exhibits increasing accuracy. | PMP 19-1 Develops Meal Time Independence |
| Passes food at the table or participates in other culturally specific family serving styles; is able to take appropriate sized portions. | PMP 19-1 Develops Meal Time Independence |
| 4-5 years | |
| Accepts a wider variety of foods with various textures and flavors. | PMP 19-1 Develops Meal Time Independence |
| Displays greater accuracy with utensils, such as fork use and spreading soft foods with a knife. | PMP 19-1 Develops Meal Time Independence |
| Identifies food sources and is able to distinguish more or less healthy foods | PMP 20-1 Learns about Nutrition |
| Develops understanding that eating healthy foods is important and they give them the energy to grow, think, and play. | PMP 20-1 Learns about Nutrition |
| States food preferences but is willing to try most new foods. | PMP 19-1 Develops Meal Time Independence |
| Able to provide simple explanations for their own and/or others' food allergies. | PMP 19-1 Develops Meal Time Independence |

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| Language and Literacy Development | |
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| Listening and Understanding - Demonstrates continual growth in understanding increasingly complex and varied vocabulary. | |
| Birth to 9 months | |
| Startles or turns to sounds in the environment (e.g., loud sounds, voices, car horn) | LC 7-1 Develops Receptive Communication |
| Responds to words or gestures (stops crying when caregiver says “bottle”, smiles or laughs when told “Mommy/ Daddy is here”) | LC 7-1 Develops Receptive Communication |
| Shows understanding of some words, gestures, or signs. | LC 7-1 Develops Receptive Communication |
| Reacts when hearing own name. | LC 7-1 Develops Receptive Communication |
| 7 months to 20 months | |
| Carries out simple request (wave “bye-bye”) or responds to simple questions (“Where’s your ball?”) | LC 7-1 Develops Receptive Communication |
| Recognizes familiar social games and routines (smiles or pats hands together when the adult says “pat-a-cake”) | LC 7-1 Develops Receptive Communication |
| Points to objects, pictures, and body parts (nose, eyes, ears) as part of interactions with adults. | LC 7-6 Learns Conversation Structure |
| Understands approximately 100 words/ utterances relevant to their experience and cultural context. | LC 7-4 Expands Vocabulary |
| 18 months to 36 months | |
| Attends to and gains information from short stories, rhymes, fingerplays, and songs. | LKS 8-1 Develops Early Literacy |
| Responds with understanding to action words, such as “Let’s put the baby in bed”. | LC 7-1 Develops Receptive Communication |
| Follows directions such as “Please go wash your hands, then sit down at the table”. | LC 7-1 Develops Receptive Communication |
| Answers simple questions using short sentences. | LC 7-2 Develops Expressive Communication |
| Imitates sounds and simple rhythms. | LC 7-3 Develops Phonemic Awareness |
| 3-4 years | |
| Listens to others and responds to feelings and expressed ideas. | LC 7-2 Develops Expressive Communication |

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| Demonstrates understanding of the meaning of stories, songs, and poems. | LKS 8-1 Develops Early Literacy |
| Follows single, multistep, and complex directions in order. At first with adult support and later on their own. | LC 7-1 Develops Receptive Communication |
| Listens to stories that are read aloud, and shows understanding through body language, pointing to pictures, or retelling the story. | LKS 8-1 Develops Early Literacy |
| 4-5 years | |
| Retells 2-3 key events from a well-known story. | ATL 1-2 Develops Memory |
| Demonstrates understanding of home and/or English languages during social interactions, program directions, and activities. | LC 7-1 Develops Receptive Communication |
| Understands increasingly complex sentences that include multiple concepts. | LC 7-1 Develops Receptive Communication |
| Speaking and Communicating - Develops foundational skills to communicate effectively for a variety of purposes. | |
| Birth to 9 months | |
| Uses differing cries to signal various needs. | LC 7-2 Develops Expressive Communication |
| Communicates nonverbally with adults and other children (e.g., reaches for object to indicate desire or turns away to end an interaction) | LC 7-2 Develops Expressive Communication |
| Combines different types of babbles. | LC 7-2 Develops Expressive Communication |
| Uses some consonant-vowel combinations (e.g., ba, ma) | LC 7-2 Develops Expressive Communication |
| Engages in vocal play and turn-taking communication games with responsive adults. | LC 7-6 Learns Conversation Structure |
| Begins to point to objects in the environment. | LC 7-2 Develops Expressive Communication |
| Listens to and begins to respond to familiar words (e.g., mama) | LC 7-2 Develops Expressive Communication |
| 7 months to 20 months | |
| Babbles using the sounds of their home language. | LC 7-2 Develops Expressive Communication |

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| Uses nonverbal communication to express ideas (e.g., signs “more”, waves bye-bye) | LC 7-2 Develops Expressive Communication |
| Names a few familiar objects in environment. | ATL 1-2 Develops Memory |
| Uses one word to convey a message (e.g., “milk” for “I want milk”) | LC 7-2 Develops Expressive Communication |
| 18 months to 36 months | |
| Communicates verbally ranging from single words to simple sentences. | LC 7-2 Develops Expressive Communication |
| Uses words or phrases to express wants, seek attention, protest, comment, or offer greetings. | LC 7-2 Develops Expressive Communication |
| Names objects or actions in picture books. | LKS Develops Emergent Reading |
| Asks questions to achieve more information (e.g., What’s that?) | LC 7-4 Expands Vocabulary |
| Speaks so that familiar listeners (family members or others in the child’s immediate environment) are able to understand. | LC 7-6 Learns Conversation Structure |
| Is able to say own name. | LC 7-2 Develops Expressive Communication |
| 3-4 years | |
| Greets and initiates interactions with adults and peers. | LC 7-6 Learns Conversation Structure |
| Uses sentences that include two or more separate ideas using new vocabulary that has been introduced. | LC 7-2 Develops Expressive Communication |
| Understands different rules for using language and variation in voice level. | LC 7-6 Learns Conversation Structure |
| Begins to understand body language as a nonverbal means of communication. | LC 7-2 Develops Expressive Communication |
| Uses some question words and some prepositions. | LC 7-5 Expands Grammar and Pronunciation |
| Speaks clearly, or uses alternative communication methods, to be understood by unfamiliar listeners. | LC 7-6 Learns Conversation Structure |
| Uses non-verbal communication to enhance message (e.g., eye contact as culturally and individually appropriate, facial expression, gestures) | LC 7-6 Learns Conversation Structure |
| Uses social conventions in language with adult support. | LC 7-6 Learns Conversation Structure |

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| Uses simple pronouns (e.g., I, me, you, mine, he) | LC 7-5 Expands Grammar and Pronunciation |
| Demonstrates an emerging understanding of basic grammar rules, overgeneralization of grammar rules is common. | LC 7-5 Expands Grammar and Pronunciation |
| 4-5 years | |
| Attempts to independently solve problems through communicating with other children. | LC 7-6 Learns Conversation Structure |
| Follows agreed upon rules for discussions. | LC 7-6 Learns Conversation Structure |
| Understands and uses most question words. | LC 7-5 Expands Grammar and Pronunciation |
| Uses many frequently occurring prepositions. | LC 7-5 Expands Grammar and Pronunciation |
| Begins to use new words and phrases acquired through conversations and exposures to texts. | LC 7-4 Expands Vocabulary LC 7-5 Expands Grammar and Pronunciation |
| Uses increasingly longer and more complex sentences to communicate ideas. | LC 7-2 Develops Expressive Communication |
| Changes word tense to indicate time. | LC 7-5 Expands Grammar and Pronunciation |
| Uses language to share ideas and gain information. | LC 7-6 Learns Conversation Structure |
| Uses language for a variety of purposes (role playing, rhyming, using props, describing feelings, telling jokes, conversing) | LC 7-2 Develops Expressive Communication |
| Maintains a topic of conversation through multiple exchanges. | LC 7-6 Learns Conversation Structure |
| Phonological Awareness - Demonstrates knowledge of phonological awareness. | |
| Birth to 9 months | |
| Startles to unfamiliar sounds. | LC 7-1 Develops Receptive Communication |
| Looks or turns towards a familiar person who says the child's name. | LC 7-1 Develops Receptive Communication |
| Coos and uses physical movements to engage familiar others. | LC 7-2 Develops Expressive Communication |
| Pays attention to familiar adults when they speak. | LC 7-1 Develops Receptive Communication |
| 7 months to 20 months | |

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| Responds appropriately to familiar words (puts arms in the air when adult says “so big”) | LC 7-1 Develops Receptive Communication |
| Labels sounds when they are heard (e.g., says “dog” when they hear a dog barking) | LC 7-2 Develops Expressive Communication |
| 18 months to 36 months | |
| Uses and imitates sounds when playing. | LC 7-3 Develops Phonemic Awareness |
| Recognizes sounds that are similar to those found in name. | LC 7-3 Develops Phonemic Awareness |
| Engages in activities that include rhyme and alliteration. | LC 7-3 Develops Phonemic Awareness |
| 3-4 years | |
| Shows enjoyment of rhymes and alliteration. | LC 7-3 Develops Phonemic Awareness |
| Listens to two words and determines whether or not they rhyme. | LC 7-3 Develops Phonemic Awareness |
| Notices that several words or names begin with the same sound. | LC 7-3 Develops Phonemic Awareness |
| Claps hands for each syllable in words. | LC 7-3 Develops Phonemic Awareness |
| Recognizes rhyming words in songs, chants or poems. | LC 7-3 Develops Phonemic Awareness |
| Identifies when initial sounds in words are the same (e.g., pumpkin, puppet) | LC 7-3 Develops Phonemic Awareness |
| Distinguishes individual words in a sentence. | LC 7-3 Develops Phonemic Awareness |
| 4-5 years | |
| Makes rhymes to simple words. | LC 7-3 Develops Phonemic Awareness |
| Demonstrates phonemic awareness by playing with sounds to create new words. | LC 7-3 Develops Phonemic Awareness |
| Able to distinguish and count syllables in words. | LC 7-3 Develops Phonemic Awareness |
| Isolates the initial sound in some words. | LC 7-3 Develops Phonemic Awareness |
| Produces rhyming words or words that have same initial sound. | LC 7-3 Develops Phonemic Awareness |
| Progresses in listening and telling differences in phonemes. | LC 7-3 Develops Phonemic Awareness |
| Isolates beginning and ending sounds of printed or spoken words. | LC 7-3 Develops Phonemic Awareness |

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| Book Knowledge & Appreciation - Demonstrates interest in and appreciation of reading-related activities. | |
| Birth to 9 months | |
| Explores physical features of books (chews, touches, handles, mouths) | LKS 8-1 Develops Early Literacy |
| Responds to language and shows enjoyment of the sounds and rhythms of language. | LKS 8-1 Develops Early Literacy |
| Looks at picture books and listens to adult talk about pictures. | LKS 8-1 Develops Early Literacy |
| 7 months to 20 months | |
| Explores books with interest. | LKS 8-1 Develops Early Literacy |
| Points to familiar pictures and actions in books. | LKS 8-1 Develops Early Literacy |
| Names pictures of familiar objects in books. | LKS 8-1 Develops Early Literacy |
| Brings book to an adult to read. | LKS 8-1 Develops Early Literacy |
| Holds book upright. | LKS 8-1 Develops Early Literacy |
| Begins to recognize favorite books by the cover. | LKS 8-1 Develops Early Literacy |
| 18 months to 36 months | |
| Sustains attention for short periods of time while being read a book. | LKS 8-1 Develops Early Literacy |
| Pretends to read books, turns pages, talks about or signs what is happening in the book. | LKS 8-1 Develops Early Literacy |
| Uses phrases to describe events in books. | LKS 8-1 Develops Early Literacy |
| Imitates concepts or actions from a familiar book. | LKS 8-1 Develops Early Literacy |
| Requests favorite book to be read repeatedly. | LKS 8-1 Develops Early Literacy |
| Holds book right side up and begins to turn pages from front to back. | LKS 8-1 Develops Early Literacy |
| 3-4 years | |
| Demonstrates interest in and appreciation of reading-related activities. | LKS 8-1 Develops Early Literacy |
| Relates events in story to own knowledge and experience. | LKS 8-1 Develops Early Literacy |
| Begins to sequence, predict, and retell a story (e.g., tells about the story from the pictures) | LKS 8-1 Develops Early Literacy |

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| Asks people to read stories, signs, and notes. | LKS 8-1 Develops Early Literacy |
| Understands that print carries meaning. | LKS 8-1 Develops Early Literacy |
| Answers questions about a story that has been read or repeats parts of the story. | LKS 8-1 Develops Early Literacy |
| Chooses a favorite book. | LKS 8-1 Develops Early Literacy |
| Tells stories to others, real and imaginary. | LKS 8-1 Develops Early Literacy |
| Demonstrates an interest in different types of literature (e.g., nonfiction, poetry) | LKS 8-1 Develops Early Literacy |
| 4-5 years | |
| Utilizes books as a source of information. | LKS 8-1 Develops Early Literacy |
| Identifies main components of a story (major plot points) | LKS 8-1 Develops Early Literacy |
| Asks people to read stories, signs, or notes. | LKS 8-1 Develops Early Literacy |
| Knows how to care for books. | LKS 8-1 Develops Early Literacy |
| Shows knowledge of basic print conventions when “reading” picture books. | LKS 8-1 Develops Early Literacy |
| Pretends to read book titles/simple stories. | LKS 8-1 Develops Early Literacy |
| Knows specific words related to books such as author and illustrator. | LKS 8-1 Develops Early Literacy |
| Print Awareness and Early Writing - Conveys meaning through drawing, letters, and words | |
| Birth to 9 months | |
| Hand movements become more precise and child can grasp objects and pass from hand to hand by the end of this stage. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| 7 months to 20 months | |
| Explores what he/she can do with crayons and paper and imitates what older children or adults do with similar materials. | PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills |
| Uses pincer grasp to pick up items. | PMP 18-2 Develops Fine Eye-Hand Coordination |
| Shows interest in writing. | LKS 9-1 Develops Emergent Writing |
| 18 months to 36 months | |
| Experiments with a variety of writing tools, materials, and surfaces. | LKS 9-1 Develops Emergent Writing |

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| Progresses from random scribbling to controlled scribbles. | LKS 9-1 Develops Emergent Writing |
| Draws simple shapes or scribbles to represent objects or actions. | LKS 9-1 Develops Emergent Writing |
| Draws straight lines or curved lines. | LKS 9-1 Develops Emergent Writing |
| Talks with others about what they have drawn/written. | LKS 9-1 Develops Emergent Writing |
| 3-4 years | |
| Shows an awareness of print as a form of meaningful communication (e.g., asks people to read notes, signs) | LKS 8-2 Develops Alphabetic Knowledge |
| Shows an interest in early writing. | LKS 9-1 Develops Emergent Writing |
| Uses scribbles, shapes, or pictures to represent specific thoughts, ideas, stories. | LKS 9-1 Develops Emergent Writing |
| Copies simple lines and shapes. | LKS 9-1 Develops Emergent Writing |
| Writes some letter-like forms and letters with adult support. | LKS 9-1 Develops Emergent Writing |
| Identifies his/her writing as distinct from his/her drawing. | LKS 9-1 Develops Emergent Writing |
| Labels a drawing with several randomly placed, letter-like shapes. | LKS 9-1 Develops Emergent Writing |
| Recognizes that the letters of the alphabet are a special category of visual graphics that can be named. | LKS 8-2 Develops Alphabetic Knowledge |
| Shows awareness of letters (sings ABC song, recognizes letter(s) from own name) | LKS 8-2 Develops Alphabetic Knowledge |
| Creates writing with the intent of communicating (e.g., makes a pretend list) | LKS 9-1 Develops Emergent Writing |
| "Reads" familiar environmental print (e.g., logos, signs) | LKS 8-3 Develops Emergent Reading |
| Recognize the letters in their own name. | LKS 8-2 Develops Alphabetic Knowledge |
| 4-5 years | |
| Recognizes writing as a way of communicating for a variety of purposes (e.g., giving information, sharing stories, or giving an opinion) | LKS 9-1 Develops Emergent Writing |

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| Identifies some letters and numbers and progresses in the identification of letters. | LKS 8-2 Develops Alphabetic Knowledge |
| Uses pretend writing in play as a purposeful activity. | LKS 9-1 Develops Emergent Writing |
| Recognizes and/or writes own name on artwork or possessions. | LKS 8-2 Develops Alphabetic Knowledge LKS 9-1 Develops Emergent Writing |
| Progressively uses drawing, scribbling, letter-like form, and letters to intentionally convey meaning. | LKS 9-1 Develops Emergent Writing |
| Recognizes that letters of the alphabet have distinct sound(s) associated with them. | LKS 8-2 Develops Alphabetic Knowledge |
| Attends to the beginning letters in sounds and words. | LKS 8-2 Develops Alphabetic Knowledge |
| Recognizably writes a majority of letters in their name. | LKS 9-1 Develops Emergent Writing |
| Copies environmental print from signs/labels posted around room. | LKS 9-1 Develops Emergent Writing |
| Makes some letter-sound connections (e.g., identifies letters and associates the correct sounds with letters) | LKS 8-2 Develops Alphabetic Knowledge |
| May use invented spelling consisting of salient or beginning sounds to write words (e.g., B for ball or L for elevator) | LKS 9-1 Develops Emergent Writing |

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| Mathematics | |
| Number and Operations - Demonstrates awareness of quantity, counting, and numeric competencies. | |
| Birth to 9 months | |
| Expresses desire for “more” through facial cues, sounds, and gestures. | CM 11-1 Learns Measurements and Quantities |
| Explores objects one at a time. | CM 11-1 Learns Measurements and Quantities |
| Holds on to more than one object at a time (grasps toy in one hand and reaches for another object with other hand) | CM 11-1 Learns Measurements and Quantities |
| 7 months to 20 months | |
| Begins to recognize the concept of quantity using “more” or “all gone”. | CM 11-1 Learns Measurements and Quantities |

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| Imitates counting naming some number words without regard to sequence. | CM 10-1 Begins Counting |
| Understands descriptive words (big/small/ same) | CM 11-1 Learns Measurements and Quantities |
| 18 months to 36 months | |
| Compares collections that are quite different in size. | CM 10-2 Builds and Observes Sets |
| Rote counts to 5. | CM 10-1 Begins Counting |
| Begins to count objects by pointing to objects but does not apply one-to-one correspondence. | CM 10-1 Begins Counting |
| Imitates counting rhymes or songs. | CM 10-1 Begins Counting |
| Recognizes some numerals. | CM 10-4 Reads and Writes Numbers |
| Identifies first and second in a sequence (ordinal numbers) | CM 10-1 Begins Counting |
| Begins to recognize how adding or subtracting objects changes the quantity. | CM 10-3 Learns Addition, Subtraction and Division |
| 3-4 years | |
| Counts to 10 by ones with minimal prompting. | CM 10-1 Begins Counting |
| Accurately counts quantities of objects up to 10, using one-to one-correspondence. | CM 10-1 Begins Counting |
| Compares groups of up to 5 objects. | CM 10-2 Builds and Observes Sets |
| Represents addition and subtraction by manipulating up to 5 objects (e.g., "3 blue pegs, 2 yellow pegs, 5 pegs altogether."; "I have four carrot sticks. I'm eating one. Now I have 3.") | CM 10-3 Learns Addition, Subtraction and Division |
| 4-5 years | |
| Begins to subitize small quantities of up to 3 or 4 objects. | CM 10-2 Builds and Observes Sets |
| Counts verbally or signs to 20 by ones. | CM 10-1 Begins Counting |
| Knows that written numbers are symbols for number quantities and, with support, begins to write numbers from 0 to 10. | CM 10-4 Reads and Writes Numbers |
| Understands cardinality. | CM 10-2 Builds and Observes Sets |
| Begins to represent simple word problem data in pictures and drawings. | CM 10-4 Reads and Writes Numbers |

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| Geometry and Spatial Sense - Develops understanding of geometric shapes and spatial relationships | |
| Birth to 9 months | |
| Observes objects and people in the immediate environment. | CS 13-1 Explores Objects |
| Reaches and grasps for objects. | CS 13-1 Explores Objects |
| Explores object through the use of different senses. | CS 13-1 Explores Objects |
| Focuses attention on an object in motion and follows it. | CM 12-2 Develops Spatial Awareness |
| Puts objects in, out, on, and off of other things. | CM 12-2 Develops Spatial Awareness |
| 7 months to 20 months | |
| Adjusts reach and grasp based on distance, size, and weight of object. | CM 12-2 Develops Spatial Awareness |
| Drops objects and watches them move. | CM 12-2 Develops Spatial Awareness |
| Explores space by moving self over, under, through, in, and around various objects and spaces. | CM 12-2 Develops Spatial Awareness |
| Begins to identify physical obstacles and possible solutions (crawls around chair to reach object) | CM 12-2 Develops Spatial Awareness |
| 18 months to 36 months | |
| Recognizes proper direction of objects (e.g., turns over upside-down cup) | CM 12-2 Develops Spatial Awareness |
| Hides behind or between objects for play. | CM 12-2 Develops Spatial Awareness |
| Shows beginning understanding of spatial concepts. | CM 12-2 Develops Spatial Awareness |
| Matches similar shapes. | CM 12-1 Learns Shapes & Size |
| Completes basic shape puzzle. | CM 12-1 Learns Shapes & Size |
| 3-4 years | |
| Responds to and uses spatial words. | CM 12-2 Develops Spatial Awareness |
| Recognizes and names simple shapes in various sizes and positions. | CM 12-1 Learns Shapes & Size |
| Combines different shapes to make representations or patterns. | CM 12-1 Learns Shapes & Size |
| Demonstrates an understanding of math concepts and vocabulary | CM 12-2 Develops Spatial Awareness |

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| through representations such as movement, drawing, and building. | |
| 4-5 years | |
| Uses accurate terms to name and describe some two-dimensional shapes (e.g., circle, square, triangle) and begins to use accurate terms to name and describe some three-dimensional shapes (e.g., sphere, cylinder, cube) | CM 12-1 Learns Shapes & Size |
| Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes. | CM 12-1 Learns Shapes & Size |
| Creates and builds shapes from components. | CM 12-1 Learns Shapes & Size |
| Patterns and Measurement - Demonstrates awareness of routines, predictable patterns, and attributes that can be measured | |
| Birth to 9 months | |
| Shows visual interest in contrasting colors, patterns, textures. | CS 13-1 Explores Objects |
| Explores objects of different sizes and shapes to learn about their properties. | CS 13-1 Explores Objects |
| Attends to sounds and sensory opportunities encountered. | CS 13-1 Explores Objects |
| Places objects inside of other objects. | CM 12-2 Develops Spatial Awareness |
| 7 months – 20 months | |
| Uses simple nesting or stacking toys (e.g., nests two to three cups, stacks three to four blocks of graduated size) | CM 12-2 Develops Spatial Awareness |
| Compares sizes of objects. | CM 11-1 Learns Measurements and Quantities |
| Repeats sound patterns (clap hands) | CM 11-2 Understands Patterns |
| Surprised by unexpected events (e.g., a large box is not heavy; a long object is pulled out of a small space) | CM 12-2 Develops Spatial Awareness |
| Makes observations about measurable attributes (e.g., this is long and straight; this is too big) | CM 11-1 Learns Measurements and Quantities |
| 18 months to 36 months | |
| Follows steps in simple routine. | LC 7-1 Develops Receptive Communication |
| Uses some vocabulary related to size and quantity (e.g., big, bigger) | CM 11-1 Learns Measurements and Quantities |

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| Sorts objects into two groups based on a single characteristic. | CS 13-2 Classifies or Sorts Objects |
| Begins to generalize (and overgeneralize) measurement ideas (e.g., all adults are tall) | CM 11-1 Learns Measurements and Quantities |
| Begins to use nonstandard (e.g., hand, shoe, yarn, block) tools to measure objects. | CM 11-1 Learns Measurements and Quantities |
| 3-4 years | |
| Identifies, describes, and extends simple patterns started by adult. | CM 11-2 Understands Patterns |
| Sorts, orders, patterns, and classifies objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (length, height, weight) | CS 13-2 Classifies or Sorts Objects CM 11-2 Understands Patterns CM 11-1 Learns Measurements and Quantities |
| Engages in meaningful conversations reflective of experiences with the materials present in the environment. | LC 7-6 Learns Conversation Structure |
| Physically aligns two objects to directly compare length or height | CM 11-1 Learns Measurements and Quantities |
| Represents the length of an immovable object (e.g., bench on a playground) using a third object (e.g., child's arms, string, stick) | CM 11-1 Learns Measurements and Quantities |
| Recognizes size of space ("This paper will let me make a big picture") | CM 12-2 Develops Spatial Awareness |
| 4-5 years | |
| Compares (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes. | CM 12-2 Develops Spatial Awareness CM 11-1 Learns Measurements and Quantities |
| Uses comparative language (e.g., shortest, heaviest, biggest) | CS 13-2 Classifies or Sorts Objects |
| Uses strategies to determine measurable attributes. | CM 11-1 Learns Measurements and Quantities |
| Recognizes/identifies patterns in the environment. | CM 11-2 Understands Patterns |
| Completes (i.e., fill in missing part) or extend (i.e., continue) given repeating patterns. | CM 11-2 Understands Patterns |
| Completes or extends patterns without adult assistance. | CM 11-2 Understands Patterns |
| Begins to create and describe own patterns. | CM 11-2 Understands Patterns |

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| Begins to translate patterns through other representations (e.g., connects “tall/short” fence pattern to another AB pattern in the classroom) | CM 11-2 Understands Patterns |
| Data Analysis - Develops foundational skills in learning to understand concepts of classification, data collection, organization, and description. | |
| Birth to 9 months | |
| Shows visual interest in contrasting colors, patterns, textures. | CM 11-2 Understands Patterns |
| Places objects inside of other objects. | CM 12-2 Develops Spatial Awareness |
| 7 months – 20 months | |
| Puts similar objects into piles. | CS 13-2 Classifies or Sorts Objects |
| Uses size words. | CM 12-1 Learns Shapes & Size |
| Begins to sort objects by size or shape (e.g., beads, blocks, counting bears) with teacher support. | CS 13-2 Classifies or Sorts Objects |
| 18 months to 36 months | |
| Persists in activities that include organizing data (e.g., creating a chart of children’s preferences following an apple tasting activity) | CS 13-2 Classifies or Sorts Objects |
| When prompted, communicates thinking while engaged in mathematical activities. | CS 13-2 Classifies or Sorts Objects |
| 3-4 years | |
| Graphs real objects or pictures of objects as a way to organize information. | CS 13-2 Classifies or Sorts Objects |
| Participates in recording specific information about self (e.g., favorite color, ice cream, or other topic of interest) | CS 13-2 Classifies or Sorts Objects |
| Describes and analyzes information from simple graphs. | CS 13-2 Classifies or Sorts Objects |
| 4-5 years | |
| Engages in tasks that involves collecting information and creating a strategy to show the data (e.g., Adult asks group of children their favorite color, graphing responses – 5 like orange, 3 like purple) | CS 13-2 Classifies or Sorts Objects |

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| Participates in group tasks that involve identifying which graph represents “more” or “less” or “the same”. | CM 10-2 Builds and Observes Sets |
| Makes inferences from graphic examples (e.g., Most of us like red apples, no one likes green apples.) | CS 13-2 Classifies or Sorts Objects |
| Draws simple maps of the learning environment, neighborhood, or other relevant places. | SS 16-3 Explores Geography |

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| Science | |
| Scientific Knowledge - Demonstrates a basic awareness and use of scientific concepts | |
| Birth to 9 months | |
| Explores strategies to create a result (shakes rattle to see if it produces a sound, tries to activate musical toy) | CS 13-1 Explores Objects |
| Gains knowledge about the environment through observation and physical manipulation (banging hard objects together produces a sound, stack of blocks falls when pushed, water splashes) | CS 13-1 Explores Objects |
| 7 months to 20 months | |
| Gains knowledge about the environment through physical manipulation (puts shapes in shape sorter, engages in sensory play) | CS 13-1 Explores Objects CM 12-2 Develops Spatial Awareness |
| Recognizes and identifies physical properties of objects (big/little, hot/cold, in/out) | CS 13-1 Explores Objects |
| 18 months to 36 months | |
| Increases understanding of simple cause and effect relationships. | CS 14-2 Makes Predictions |
| Shows interest in scientific concepts related to space and time. | CS 13-1 Explores Objects |
| Shows increased knowledge and memory for details and routines. | ATL 1-2 Develops Memory |
| Expands vocabulary related to scientific concepts (e.g., names animals, describes weather) | LC 7-4 Expands Vocabulary |
| 3-4 years | |

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| Compares and contrasts properties of objects (e.g., sink or float) | CS 14-2 Makes Predictions |
| Provides simple verbal or signed descriptions of observed phenomenon. | CS 14-4 Draws Conclusions and Sorts Results |
| Differentiates between living and nonliving organisms. | CS 13-1 Explores Objects |
| Describes or represents a series of events in the correct sequence. | CS 14-4 Draws Conclusions and Sorts Results |
| Begins to use scientific vocabulary. | LC 7-4 Expands Vocabulary |
| 4-5 years | |
| Shows interest in measurement of time, length, distance, weight. | CM 11-1 Learns Measurements and Quantities |
| Describes observable phenomena using adjectives and labels. | CS 14-4 Draws Conclusions and Sorts Results |
| Uses scientific practice words (e.g., observe, experiment, compare) | LC 7-4 Expands Vocabulary |
| Uses scientific content words (e.g., some plants are comprised of stems, roots, leaves) | LC 7-4 Expands Vocabulary |
| Uses measurement tools (e.g., scale, ruler, unit blocks) to quantify similarities and difference between objects. | CS 13-1 Explores Objects |
| Uses non-adult sources to gather information (e.g., reference books) | CS 14-4 Draws Conclusions and Sorts Results |
| Develops beginning understanding of caring for the environment. | CS 15-2 Develops and Understanding of and Care for the Natural World |
| Scientific Skills and Methods - Develops foundational skills in learning and understanding about the world through exploration and investigation. | |
| Birth to 9 months | |
| Shows initiative and curiosity (pursues interesting object – first visually, then by reaching, crawling, etc.) | CS 13-1 Explores Objects |
| Manipulates and explores unfamiliar item to discover what it will do. | CS 13-1 Explores Objects |
| 7 months to 20 months | |
| Actively explores objects and experiences their properties through the senses. | CS 13-1 Explores Objects |

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| Repeats actions that cause an interesting effect (drops food from high-chair to hear the “plop”), at first by accident and later, intentionally. | CS 14-2 Makes Predictions |
| 18 months to 36 months | |
| Uses descriptive words to make observations and describe objects and actions in the environment. | CS 14-4 Draws Conclusions and Sorts Results |
| Demonstrates initiative and curiosity in exploring the environment. | CS 13-1 Explores Objects |
| Engages in simple processes to reach an outcome (e.g., mixes paint colors to see what happens) | CS 14-2 Makes Predictions |
| 3-4 years | |
| Explores various materials to learn about characteristics of objects, plants, animals, and various phenomena (e.g., weight, shape, size, color, temperature) | CS 13-1 Explores Objects |
| Begins to look for answers to questions through active investigation. | CS 14-1 Solves Problems |
| Uses a variety of tools and objects to explore the world and how things work in the world (uses magnets, microscope, or magnifying glasses) | CS 13-1 Explores Objects |
| Asks questions about the relationship between two things (e.g., Why do you think some animals sleep in the day?) | CS 14-2 Makes Predictions |
| 4-5 years | |
| Makes observations, asks questions, predicts, draws conclusions, explains, and tries things out to see what will happen. | CS 13-1 Explores Objects CS 14-2 Makes Predictions CS 14-4 Draws Conclusions and Sorts Results |
| Independently uses simple tools to conduct an investigation to increase understanding. | CS 14-1 Solves Problems |
| Collects, describes, and records information through discussions, drawings, maps, and charts. | CS 14-4 Draws Conclusions and Sorts Results |
| Communicates results of an investigation. | CS 14-4 Draws Conclusions and Sorts Results |
| Begins to distinguish evidence from opinion. | CS 14-4 Draws Conclusions and Sorts Results |

| Creative Arts | |
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| Music - Develops foundational skills to support creative expression through voice, instruments, and objects | |
| Birth to 9 months | |
| Begins to calm when hearing songs or soothing voices. | CCA 21-2 Explores Music |
| Experiments with vocalizations and sounds. | CCA 21-2 Explores Music |
| Bangs or shakes object to produce a sound. | CCA 21-2 Explores Music |
| 7 months to 20 months | |
| Enjoys producing music and other sounds with rattles, bells, music boxes, etc. | CCA 21-2 Explores Music |
| Imitates sounds using voice or objects. | CCA 21-2 Explores Music |
| Enjoys listening to favorite songs and may participate through simple movements such as clapping or touching body parts. | CCA 21-2 Explores Music |
| Claps, bounces, and begins to dance to music. | CCA 21-2 Explores Music |
| 18 months to 36 months | |
| Repeats parts of simple songs. | CCA 21-2 Explores Music |
| Uses instruments to produce rhythm and musical sounds. | CCA 21-2 Explores Music |
| Experiments with a variety of sound-making objects. | CCA 21-2 Explores Music |
| Participates in musical activities (singing, dancing, finger plays, etc.) | CCA 21-2 Explores Music |
| Knows and asks for favorite songs. | CCA 21-2 Explores Music |
| 3-4 years | |
| Responds to tempos presented in a variety of ways (marches, gallops, claps according to beat) | CCA 21-2 Explores Music |
| Imitates or spontaneously sings an entire verse of a song. | CCA 21-2 Explores Music |
| Produces rhythmic patterns to familiar songs. | CCA 21-2 Explores Music |
| 4-5 years | |
| Sings songs that use the voice in a variety of ways. | CCA 21-2 Explores Music |

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| Responds to rhythmic patterns in music. | CCA 21-2 Explores Music |
| Describes feelings and reactions in response to diverse musical genres and styles. | CCA 21-2 Explores Music |
| Creates own songs and movements. | CCA 21-2 Explores Music |
| Vocalizes and uses instruments in more complex music/songs. | CCA 21-2 Explores Music |
| Visual Art - Develops foundational skills that support creative expression through the process, production, and appreciation of visual art forms. | |
| Birth to 9 months | |
| Shows preference for particular visual stimuli. | CCA 21-1 Explores Art Media |
| Participates in a variety of tactile/sensory experiences such as water, textures, etc. | CCA 21-1 Explores Art Media |
| Explores the physical properties of objects (shape, texture) | CCA 21-1 Explores Art Media |
| 7 months to 20 months | |
| Experiments with finger paint, large crayons, and other suitable art materials. | CCA 21-1 Explores Art Media |
| Expresses preferences for certain art materials. | CCA 21-1 Explores Art Media |
| Looks at pictures, photographs, and illustrations. | CCA 21-1 Explores Art Media |
| 18 months to 36 months | |
| Experiments with a variety of art media and tools to color, paint, scribble, sculpt (play dough) | CCA 21-1 Explores Art Media |
| Shows pride in ability to use art materials and enjoys showing completed art to others. | CCA 21-1 Explores Art Media |
| Uses a variety of materials creatively to represent other items (blocks, dramatic play materials, clay) | CCA 21-1 Explores Art Media |
| Shows preferences for colors or pictures. | CCA 21-1 Explores Art Media |
| 3-4 years | |
| Demonstrates self-expression with art materials. | CCA 21-1 Explores Art Media |
| Creates work that requires some planning. | CCA 21-1 Explores Art Media |

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| Draws or paints images with a few details. | CCA 21-1 Explores Art Media |
| Can work independently. | CCA 21-1 Explores Art Media |
| Uses materials to build and create a three-dimensional structure to represent another item (blocks become a castle, clay becomes a snake) | CCA 21-1 Explores Art Media |
| Demonstrates the safe and appropriate use and care of art materials and tools. | CCA 21-1 Explores Art Media |
| 4-5 years | |
| Drawing becomes better defined and more detailed. | CCA 21-1 Explores Art Media |
| Develops growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art. | CCA 21-1 Explores Art Media |
| Recognizes and describes various art forms. | CCA 21-1 Explores Art Media |
| Reflects on differences and preferences when encountering artwork. | CCA 21-1 Explores Art Media |
| Demonstrates understanding of art vocabulary and concepts. | CCA 21-1 Explores Art Media |
| Discusses own artistic creations and those of others. | CCA 21-1 Explores Art Media |
| Movement - Develops foundational skills that support creative expression through movement. | |
| Birth to 9 months | |
| Moves body when happy and excited. | CCA 21-3 Explores Movement and Dance |
| Responds to music with body movements. | CCA 21-3 Explores Movement and Dance |
| 7 months to 20 months | |
| Likes to engage in movement activity with adult (e.g., dances, fingerplays) | CCA 21-3 Explores Movement and Dance |
| Begins to initiate or imitate simple body movements (claps hands, touches head when prompted in song) | CCA 21-3 Explores Movement and Dance |
| Engages in creative locomotor and non-locomotor movement. | CCA 21-3 Explores Movement and Dance |
| 18 months to 36 months | |

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| Shows increasing body control (e.g., hops, jumps, marches) | CCA 21-3 Explores Movement and Dance |
| Enjoys creative movement (“hops like a rabbit”, “flies like a bird”) | CCA 21-3 Explores Movement and Dance |
| Enjoys silly songs with movement (“Ring Around the Rosey”, “Hokey Pokey”) | CCA 21-3 Explores Movement and Dance |
| Dances to music and songs. | CCA 21-3 Explores Movement and Dance |
| 3-4 years | |
| Shows creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn) | CCA 21-3 Explores Movement and Dance |
| Uses props to create special movements and dances (scarves, streamers, instruments) | CCA 21-3 Explores Movement and Dance |
| Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm. | CCA 21-3 Explores Movement and Dance |
| 4-5 years | |
| Responds to changes in tempo and rhythm through body movement. | CCA 21-3 Explores Movement and Dance |
| Participates in simple sequences of movements. | CCA 21-3 Explores Movement and Dance |
| Defines and maintains personal space, concentration, and focus during creative movement/dance performances. | CCA 21-3 Explores Movement and Dance |
| Participates in or observes a variety of dance and movement activities. | CCA 21-3 Explores Movement and Dance |
| Begins to demonstrate appropriate audience skills during creative movement and dance performances. | CCA 21-3 Explores Movement and Dance |
| Dramatic Play - Expresses creativity using puppetry, storytelling, dance, plays, and theater. | |
| Birth to 9 months | |
| Focuses on and responds to adult facial expressions and voice tones. | CCA 21-4 Participates in Dramatic Play |
| Shows enjoyment in interaction with adults who provide dramatic play experiences (music and songs, facial expressions and gestures, animal sounds and actions) | CCA 21-4 Participates in Dramatic Play |
| Imitates sounds, facial expressions, and gestures of another person. | CCA 21-4 Participates in Dramatic Play |
| 7 months to 20 months | |

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| Uses a variety of dramatic play materials (dishes, dolls, cars/trucks, telephone) | CCA 21-4 Participates in Dramatic Play |
| Responds to favorite stories. | CCA 21-4 Participates in Dramatic Play |
| Repeats repetitive phrase of stories at appropriate time or anticipates and verbalizes action of story. | CCA 21-4 Participates in Dramatic Play |
| Uses vocal intonation in play. | CCA 21-4 Participates in Dramatic Play |
| Engages in simple whole-group dramatics. | CCA 21-4 Participates in Dramatic Play |
| 18 months to 36 months | |
| Uses words and/or actions to portray a role, situation, or setting. | CCA 21-4 Participates in Dramatic Play |
| Engages in object substitution (e.g., uses block as a phone) during play. | CCA 21-4 Participates in Dramatic Play |
| Engages in role play independently or next to other children. | CCA 21-4 Participates in Dramatic Play |
| Acts out simple games or stories with adult support. | CCA 21-4 Participates in Dramatic Play |
| 3-4 years | |
| Recites nursery rhymes and simple songs. | CCA 21-4 Participates in Dramatic Play |
| Acts out or retells a familiar story. | CCA 21-4 Participates in Dramatic Play |
| Uses costumes to disguise self and become a character. | CCA 21-4 Participates in Dramatic Play |
| Talks to and plays with pretend friends, stuffed animals and other toys. | CCA 21-4 Participates in Dramatic Play |
| Creates stories with props or manipulatives. | CCA 21-4 Participates in Dramatic Play |
| Engages in role play in various activities such as dramatic play, block play, or outdoor play. | CCA 21-4 Participates in Dramatic Play |
| 4-5 years | |
| Recognizes difference between pretend/fantasy and reality. | CCA 21-4 Participates in Dramatic Play |
| Repeats dialogue and movement to tell a story. | CCA 21-4 Participates in Dramatic Play |
| Creates roles for self and others in dramatic play situations using body and dialogue. | CCA 21-4 Participates in Dramatic Play |
| Uses props/objects in creative ways to promote and enact a story. | CCA 21-4 Participates in Dramatic Play |
| Critiques drama experiences. | CCA 21-4 Participates in Dramatic Play |

DISCLAIMER:

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contact@lifecubby.me