

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:
**New Hampshire Early Standards
Birth Through Five**



**NEW HAMPSHIRE
DEPARTMENT OF
HEALTH AND
HUMAN SERVICES**

References



New Hampshire Department of Health and Human Services. (2016). *New Hampshire early standards birth through five*. NH: Author. Retrieved from <http://www.dhhs.nh.gov/dcyf/cdb/documents/nh-early-learning-standards.pdf>

New Hampshire Early Standards Birth Through Five		Vine Assessments by LifeCubby
Social and Emotional Development		Vine Indicators
Strand: Self-Concept and Social Identity		
Construct: Self-esteem		
Birth to 9 Months	Smile or are comforted when a trusted caregiver speaks kindly to them	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults
9-18 Months	Show likes and dislikes in ways that are consistent with the family's cultural expectations (E.g. Brady vocalizes pleasure while playing, but cries while having a diaper changed.)	SED 3-1 Expresses Emotion <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures
18-24 Months	Show awareness of being seen by others such as repeating an action when someone is watching (E.g. Whenever she sees a camera, Ruby smiles and poses.)	SED 5-1 Bonds with Adults <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
24-30 Months	Show delight in their abilities	SED 4-2 Becomes Confident <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do
30 Mos to 3 Yrs	Call attention to themselves in photographs or videos	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
3 Years	Draw adult's attention to their actions and creations (E.g. On the playground Luna keeps telling her father, "Watch me, watch me!")	SED 4-2 Becomes Confident <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
Construct: Self-confidence		
Birth to 9 Months	Smile and laugh when imitating an adult (E.g. 8-month-old Ashton smiles when he imitates his teacher clapping.)	SED 5-2 Learns from Adults <u>1-3 mos:</u> Imitates some facial expressions <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions
9-18 Months	Take actions in the expectation of getting a response from an adult (E.g. 11-monthold Carolyn lifts her arms up knowing that her caregiver will pick her up.)	ATL 1-5 Shows Initiative <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 Months	Show more awareness of their abilities	SED 4-2 Becomes Confident <u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities
24-30 Months	Perform the tasks requested of them and may initiate tasks on their own (E.g. Kyle's nana spoons food onto his plate and Kyle says, "Me do it!" and reaches for the spoon.)	SED 4-2 Becomes Confident <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do

30 Mos to 3 Yrs	Show independence and competence	SED 4-2 Becomes Confident <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
3 Years	Begin to experiment with their own potential and show confidence in their own abilities	SED 4-2 Becomes Confident <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
Construct: Social Identity		
Birth to 9 Months	By 9 months, recognize that they are separate and distinct from primary caregivers (E.g. 8-month-old Taniesha cries whenever her mother leaves the room.)	SED 4-1 Develops Awareness of Self <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement
9-18 Months	Show preference for their family members and primary caregivers	SED 5-1 Bonds with Adults <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
18-24 Months	Mimic adult behavior and responses to other people	SED 5-2 Learns from Adults <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going
24-30 Months	Point out or comment on differences in gender and physical characteristics, using social labels (E.g. Eddie points to each classmate and labels each as "boy" or "girl.")	SED 4-1 Develops Awareness of Self <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
30 Mos to 3 Yrs	Identify or point to characters that resemble themselves or their family members in books or magazines	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
3 Years	Continue to develop awareness of differences and their own gender and cultural identity (E.g. Delia says to her teacher, "I'm a girl, so I can be a mommy someday.")	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Strand: Attachment		
Construct: Relationships with primary caregivers		
Birth to 9 Months	Demonstrate interest in familiar adults and develop strong attachment to primary caregivers	SED 5-1 Bonds with Adults <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
9-18 Months	Rely on trusted adults to feel secure trying new activities	SED 5-1 Bonds with Adults <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

18-24 Months	Continue to need the security of a trusted adult; ask for help, if needed, in verbal and non-verbal ways	SED 5-1 Bonds with Adults <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
24-30 Months	Imitate and attempt to please familiar adults (E.g. Rylee joins in singing when her caregiver sings a silly song with her.)	SED 5-1 Bonds with Adults <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
30 Mos to 3 Yrs	Continue to need adult approval and validation but show more competence	SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
3 Years	Respond appropriately to social and emotional cues of adults	SED 5-2 Learns from Adults <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults
Construct: Relationships with less familiar adults		
Birth to 9 Months	Are able, over time, to differentiate between familiar and unfamiliar adults	SED 5-1 Bonds with Adults <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
9-18 Months	Show strong preference for familiar adults and may demonstrate fear or rejection responses to unfamiliar adults	SED 5-1 Bonds with Adults <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
18-24 Months	Continue to show hesitation around unfamiliar adults (E.g. Billie hides behind his father when the store clerk says “hi” to him.)	SED 5-1 Bonds with Adults <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
24-30 Months	Dependent on experience, may show more interest in unfamiliar adults, but are still cautious	SED 5-1 Bonds with Adults <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
30 Mos to 3 Yrs	Are more comfortable around unfamiliar adults	SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
3 Years	May initiate contact with unfamiliar adults, when familiar adults are nearby	SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
Strand: Social Competence		
Construct: Relationships and social skills with peers		

Birth to 9 Months	Demonstrate increasing awareness of other children (E.g. While lying on a blanket close to her, Carlos reaches for Becca's arm.)	SED 6-2 Bonds with Peers <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)
9-18 Months	Show interest in other children	SED 6-2 Bonds with Peers <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play) <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 Months	Play alongside other children, with or without acknowledging their presence	SED 6-2 Bonds with Peers <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) <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers
24-30 Months	Engage in brief or momentary interactions with other children, but may need adult support (E.g. Siddarth yells, "Run, run," to several other children on the playground.)	SED 6-2 Bonds with Peers <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend
30 Mos to 3 Yrs	Begin to play cooperatively for brief periods with other children	SED 6-2 Bonds with Peers <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend
3 Years	Play cooperatively with other children and show preference for some children over others (E.g. Jose and Chris are playing together. When Martin comes over, Chris says, "No, go away.")	SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend
Construct: Recognition of others' feelings		
Birth to 9 Months	May cry when another baby cries	SED 6-1 Builds Empathy <u>1-3 mos:</u> 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)
9-18 Months	Show awareness in other people's emotions	SED 6-1 Builds Empathy <u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)
18-24 Months	Demonstrate interest in the feelings of another child	SED 6-1 Builds Empathy <u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted
24-30 Months	May try to comfort children who are distressed (E.g. Filomena gives her teddy bear to Ellen, who is crying.)	SED 6-1 Builds Empathy <u>2-Year Old:</u> Begins to care for the feelings and needs of others

30 Mos to 3 Yrs	Begin to display empathy towards other children	SED 6-1 Builds Empathy <u>2-Year Old:</u> Begins to care for the feelings and needs of others
Three Years	Begin to label others' feelings and recognize reasons for those feelings	SED 6-1 Builds Empathy <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
Construct: Behavioral regulation		
Birth to 9 Months	Calm themselves (E.g. 9-month-old Vinod babbles in his crib until his father comes to get him up from his nap.)	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults
9-18 Months	Need adult support to regulate physical expressions of emotions (E.g. Marigold pulls another baby's hair until the teacher takes her hand and shows her how to pat the baby gently.)	SED 3-2 Manages Feelings & Demonstrates Self-Control <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
18-24 Months	With guidance, demonstrate they can use some classroom materials appropriately (E.g. The teacher shows her toddlers how to handle books gently and Clara turns the pages carefully.)	ATL 2-2 Shows Responsibility <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives <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
24-30 Months	With adult guidance, can begin to tone down aggressive behaviors.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions
30 Mos to 3 Yrs	Show increased self-regulation and awareness of how their actions affect others	SED 3-2 Manages Feelings & Demonstrates Self-Control <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
Three Years	Follow classroom rules and routines with guidance	ATL 2-2 Shows Responsibility <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
Strand: Emotional Competence		
Constuct: Emotional expression		
Birth to 9 Months	Express enjoyment and unhappiness in their environment	SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes
9-18 Months	Begin to express a variety of feelings through vocalizations, facial expressions, and body movements	SED 3-1 Expresses Emotion <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures

18-24 Months	May express their feelings strongly including extended episodes and may not be easily distracted	SED 3-1 Expresses Emotion <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
24-30 Months	Share their feelings through talking and pretend play	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults
30 Mos to 3 Yrs	Verbally relate their needs, wants, and feelings to others	SED 3-1 Expresses Emotion <u>3-Year Old:</u> 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
Three Years	Express their feelings verbally with greater frequency	SED 3-1 Expresses Emotion <u>3-Year Old:</u> 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
Construct: Emotional regulation		
Birth to 9 Months	By 9 months, stop crying when their needs are met or they expect their needs to be met	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults
9-18 Months	Follow their caregiver to keep him/her in sight	SED 3-2 Manages Feelings & Demonstrates Self-Control <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
18-24 Months	Use comfort objects or certain behaviors to calm themselves (E.g. Finn finds and holds his blanket to calm himself.)	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults
24-30 Months	Have difficulty regulating strong feelings	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions
30 Mos to 3 Yrs	Begin using words to describe their feelings while still expressing strong emotions	SED 3-1 Expresses Emotion <u>3-Year Old:</u> 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
Three Years	Begin to respond to an adult's cues about regulating their emotions (E.g. At drop-off time, Sage begins to control his crying when his teacher says, "I know you're sad, would you like to see what your friends are doing?")	SED 3-2 Manages Feelings & Demonstrates Self-Control <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

Language Development and Emergent Literacy		
Strand: Listening Comprehension		
Construct: Receptive verbal communication		
Birth to 9 Months	Show interest in the speech of others and prefer familiar voices	LC 7-1 Develops Receptive Communication <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
9-18 Months	Demonstrate their understanding of others' speech through their actions, such as responding physically to simple requests (E.g. Joshua, 15 months, smiles when his father says, "Smile at Daddy.")	LC 7-1 Develops Receptive Communication <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
18-24 Months	May show by their actions understanding of simple statements (E.g. Blaine sits down at the table when his teacher says, "It's time to eat.")	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"
24-30 Months	Show by their actions that they understand simple one-step directions (E.g. When her teacher says, "Put on your coat," Doretta picks up her coat and puts her hand in the sleeve.)	LC 7-1 Develops Receptive Communication <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
30 Mos to 3 Yrs	Respond to simple questions	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Three Years	Show awareness of others' comments or statements that have to do with them (E.g. Milo shouts, "Don't want to go to the doctor!" after overhearing his parents talk about his illness.)	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Strand: Non-Verbal Communication		
Construct: Non-verbal communication		
Birth to 9 Months	Use various sounds and movements to communicate	LC 7-2 Develops Expressive Communication <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
9-18 Months	Communicate using consistent sounds, gestures, and facial expressions	LC 7-2 Develops Expressive Communication <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
18-24 Months	Understand others' nonverbal symbolic cues such as nodding for yes or shaking head for no	LC 7-1 Develops Receptive Communication <u>1-Year Old:</u> Responds to simple instructions such as "come here" or "bring me a book"
24-30 Months	Use gestures to augment what they are trying to communicate with words (E.g.	LC 7-2 Develops Expressive Communication

	Destiny shakes her head emphatically as she says, "No, no, no.")	<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
30 Mos to 3 Yrs	Begin to understand other children's nonverbal social cues	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Three Years	Notice other children's body language and try to interpret it	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Strand: Communication Concepts		
Construct: Pragmatics and social language		
Birth to 9 Months	Use sounds to get adult attention and to engage adults	LC 7-2 Develops Expressive Communication <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
9-18 Months	Begin to use single words to communicate	LC 7-2 Develops Expressive Communication <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
18-24 Months	Convey a variety of meanings through simple vocabulary (E.g. Jeff says "milk," which can mean, "I want milk," "I'm finished drinking milk," or "I spilled my milk.")	LC 7-2 Develops Expressive Communication <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"
24-30 Months	Use language for a variety of functions	LC 7-2 Develops Expressive Communication <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
30 Mos to 3 Yrs	Can participate in simple conversational exchanges, usually with adults	LC 7-2 Develops Expressive Communication <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
Three Years	Begin to understand the rules for communication in different situations (E.g. Charlie whispers when dad explains that he needs to use a quiet voice when visiting grandpa in the hospital.)	LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> 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
Strand: Verbal Expression		
Construct: Vocabulary development		
Birth to 9 Months	At this age children are not communicating with words	LC 7-2 Develops Expressive Communication <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
9-18 Months	Produce their first word and may have a vocabulary of up to 15 words	LC 7-4 Expands Vocabulary 8-12 mos: Points to body parts when prompted; uses or signs an increasing number of words
18-24 Months	Combine two words to express wants or needs (E.g. As Harper walks to the car she says, "Car go.")	LC 7-2 Develops Expressive Communication <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"
24-30 Months	Demonstrate a burst of new vocabulary words, which they may or may not use correctly	LC 7-4 Expands Vocabulary <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
30 Mos to 3 Yrs	Correctly use a growing number of vocabulary words and show interest in new words (E.g. Liam knows that fast, quick, and speedy mean the same thing.)	LC 7-4 Expands Vocabulary <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
Three Years	Continue to build their vocabulary including more descriptive words	LC 7-4 Expands Vocabulary <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
Construct: Expressive language or speaking		
Birth to 9 Months	Begin vocalizing using a variety of sounds (E.g. Stan uses different types of cries to communicate different needs.)	LC 7-2 Develops Expressive Communication <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
9-18 Months	Move from imitating single words to beginning to use single words to communicate	LC 7-2 Develops Expressive Communication <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
18-24 Months	Begin to use words to communicate and may combine two to three words to form short phrases or sentences	LC 7-2 Develops Expressive Communication <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"
24-30 Months	Use words and some common rules of speech to express their ideas and thoughts (E.g. Margie exclaims, "I climbed up stairs!")	LC 7-5 Expands Grammar and Pronunciation <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
30 Mos to 3 Yrs	Use more connecting words, such as "and" or "then"	LC 7-2 Develops Expressive Communication <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

Three Years	Can relate a simple story (E.g. When asked about her day, Rhianna says, "I went out on the playground and it was so icy and I fell and I cried and cried and my teacher helped me.")	LC 7-2 Develops Expressive Communication <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
Strand: Emergent Reading		
Construct: Participation in language and literacy activities		
Birth to 9 Months	Focus on picture books while an adult is reading to them (E.g. 6-month-old Alisha sits on her mother's lap and looks and pats her hand on the book that her mother is reading.)	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others
9-18 Months	Enjoy being read to and may seek opportunities to be read to and to interact with books	LKS 8-1 Develops Early Literacy <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
18-24 Months	May show preferences for specific books and turn pages at the appropriate time with adult assistance	LKS 8-1 Develops Early Literacy <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
24-30 Months	While being read to, point to and comment on illustrations and repeat or anticipate familiar words or phrases in the text	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
30 Mos to 3 Yrs	Enjoy being read to and looking at books independently; May say familiar words and phrases while looking at the appropriate page (E.g. Kali, 33 months, sings along to the repetitious book, Brown Bear, Brown Bear, as her teacher reads it to her.)	LKS 8-1 Develops Early Literacy <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
Three Years	May describe what's happening in the pictures while turning the pages in a familiar book	LKS 8-1 Develops Early Literacy <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
Construct: Narrative and story sense		
Birth to 9 Months	Look at the face of an adult describing the sequence of what will happen next (E.g. 5-month-old Nate stares intently at his father's face when he describes how he will change Nate's diaper.)	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
9-18 Months	Participate in book reading activities (E.g. Brandon, 15 months, makes a shhh sound and puts his finger on his lips at the appropriate time when reading The Napping House.)	LKS 8-1 Develops Early Literacy <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
18-24 Months	Can recognize that a story is beginning from a clue such as 'Once upon a time'	LKS 8-1 Develops Early Literacy

		1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
24-30 Months	May relay or retell simple stories	ATL 1-2 Develops Memory 3-Year Old: Recalls some elements of a story
30 Mos to 3 Yrs	Can react to dramatic elements of a story and may respond with predictions when asked, "What will happen next?" (E.g. Addison, 33 months, is able to predict what is hidden under the flap on a page of a familiar book.)	LKS 8-1 Develops Early Literacy 3-Year Old: 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
Three Years	Relate or retell stories with more parts	ATL 1-2 Develops Memory 3-Year Old: Recalls some elements of a story
Construct: Comprehension and interpretation		
Birth to 9 Months	Enjoy hearing a book being read and looking at the pictures, but do not understand the sequence of the story	LKS 8-1 Develops Early Literacy 1-3 mos: Experiences stories by being read to by caregivers 4-7 mos: Explores books with caregivers; enjoys being read to by others
9-18 Months	May focus on certain elements in the illustrations, but often skip pages or focus on a particular page	LKS 8-1 Develops Early Literacy 8-12 mos: Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
18-24 Months	Point to and vocalize about an illustration or imitate an action seen in a picture (E.g. 18-month-old Angelique imitates the jumping action of the frog when being read, Jump Frog Jump.)	LKS 8-1 Develops Early Literacy 1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings
24-30 Months	Identify with a particular character or scene (E.g. When listening to the book, Where's My Teddy Said Eddie, Zaviel, 25 months, makes a scared face, identifying with the little boy in the woods.)	LKS 8-1 Develops Early Literacy 2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
30 Mos to 3 Yrs	Ask for familiar books to be read in exactly the same way each time and know when sections are being skipped	LKS 8-1 Develops Early Literacy 3-Year Old: 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
Three Years	Can ask and answer simple questions about the story	LKS 8-1 Develops Early Literacy 3-Year Old: 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
Construct: Interest in and appreciation of reading		
Birth to 9 Months	Show enjoyment at being read to through vocalizing, eye contact, and movement (E.g. 8-month-old Sophia squeals in delight when her mother reads Ten Little Fingers and Ten Little Toes.)	LKS 8-1 Develops Early Literacy 1-3 mos: Experiences stories by being read to by caregivers 4-7 mos: Explores books with caregivers; enjoys being read to by others

9-18 Months	Bring a book to an adult to be read to and/or respond positively to an adult's offer to read	LKS 8-1 Develops Early Literacy <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
18-24 Months	Name and/or ask for favorite book and may show preference for books on certain topics	LKS 8-1 Develops Early Literacy <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
24-30 Months	May ask an adult to read the same book repeatedly	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
30 Mos to 3 Yrs	Ask for familiar books to be read in exactly the same way each time and know when sections are being skipped	LKS 8-1 Develops Early Literacy <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
Three Years	Say what they like about a favorite book	LKS 8-1 Develops Early Literacy <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
Construct: Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables, and words)		
Birth to 9 Months	Respond to sounds and words heard often	LC 7-3 Develops Phonemic Awareness <u>4-7 mos:</u> Pays attention during songs and chanted rhymes
9-18 Months	Recognize and react to the sounds of language and can discriminate between non-speech environmental sounds (E.g. Jamie continues playing when he hears the refrigerator door open, but stops when he hears a jar being opened.)	LC 7-3 Develops Phonemic Awareness <u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes
18-24 Months	Enjoy chants and songs and books that rhyme	LC 7-3 Develops Phonemic Awareness <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes
24-30 Months	Enjoy chants and songs and books that rhyme	LC 7-3 Develops Phonemic Awareness <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes
30 Mos to 3 Yrs	Participate in chants and songs and books that rhyme	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
Three Years	Enjoy playing with the sounds of language (E.g. Claire laughs loudly when her friend calls her Clairey Berry.)	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
Construct: Book awareness		
Birth to 9 Months	Treat books as any other object by exploring with hands and mouth (E.g. 5-month-old Colby grabs a board book and puts it to his mouth to chew on it.)	LKS 8-1 Develops Early Literacy <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others

9-18 Months	Look at pictures in books, but often treat books like other toys and objects in the environment	LKS 8-1 Develops Early Literacy <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
18-24 Months	Hold the book properly and turn pages, sometimes several at a time	LKS 8-1 Develops Early Literacy <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
24-30 Months	Can identify the front of the book and use clues on the cover to select a book (E.g. Using the cover of the book as a clue, Charna, 28 months, picks up The Itsy Bitsy Spider and says to her mother, "Spider book.")	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
30 Mos to 3 Yrs	Can turn the book to the first page for an adult to begin reading and close the book and say, "The end"	LKS 8-1 Develops Early Literacy <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
Three Years	Understand proper handling of books to avoid damage and help repair books, with adult support	LKS 8-1 Develops Early Literacy <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
Strand: Emergent Writing		
Construct: Print and alphabet awareness		
Birth to 9 Months	Note: Children at this age are not aware of print as being distinct from anything else in their environment.	
9-18 Months	May begin to recognize that labels convey meaning (E.g. Jared sees a box of cheerios and says, "Oh, Oh!")	LKS 8-3 Develops Emergent Reading <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
18-24 Months	Can show awareness of and recognize some print in the environment	LKS 8-3 Develops Emergent Reading <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
24-30 Months	Recognize that print and numerals are symbols that convey meaning (E.g. Colin, age 2, points to the bottom of his painting on his classroom wall and says, "There's my name.")	LKS 8-3 Develops Emergent Reading <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
30 Mos to 3 Yrs	Point to print and ask, "What does that say?" or ask someone to write for them	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
Three Years	Begin to recognize their own name and may notice words that start with the same letter as their own name	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
Construct: Interest in and emergent writing		

Birth to 9 Months	Note: Children at this age are not aware of writing	
9-18 Months	Use writing tools (crayons, markers, pens) and notice that they can make marks with these utensils	LKS 9-1 Develops Emergent Writing <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to "paint"
18-24 Months	Gain more control over the kinds of marks they make (lines vs. circular marks)	LKS 9-1 Develops Emergent Writing <u>1-Year Old:</u> Makes marks on paper with large crayon or marker
24-30 Months	Scribble and draw and see these as the same	LKS 9-1 Develops Emergent Writing <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
30 Mos to 3 Yrs	Use their increased fine motor control to control the size and shape of their scribbles	LKS 9-1 Develops Emergent Writing <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"
Three Years	Begin to differentiate between drawing and writing, and their scribbles may look more like writing (E.g. After painting a picture, 3-year-old Isaiah makes a series of vertical lines, representing his name.)	LKS 9-1 Develops Emergent Writing <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"

Cognitive Development – Early Numeracy		
Strand: Number Operations		
Construct: Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting		
Birth to 9 Months	Develop an awareness of one or more than one (E.g. 7-month-old Gary holds one toy in one hand, another toy in the other hand.)	CM 11-1 Learns Measurement and Quantities <u>4-7 mos:</u> Plays with more than one object at a time
9-18 Months	Begin to understand the concepts of "more" and "all gone" and begin to request "more" or indicate "no more" verbally or non-verbally	CM 11-1 Learns Measurement and Quantities <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone"
18-24 Months	Can use number words in songs and finger plays without understanding that numbers represent quantity	CM 10-1 Begins Counting <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
24-30 Months	Develop an understanding of the relationship between spoken numbers and quantity for quantities up to 2 or 3 (E.g. Blake picks up a car and a block and says, "Two toys.")	CM 10-1 Begins Counting <u>2-Year Old:</u> Can count up to 5

30 Mos to 3 Yrs	Begin to initiate one-to-one matching for four or fewer items	CM 10-1 Begins Counting <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
Three Years	Show an interest in counting 1 to 10, may hold up fingers to indicate quantity	CM 10-1 Begins Counting <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
Strand: Geometry and Spatial Sense		
Construct: Shapes and their attributes, position, comparing and contrasting two or more objects, and distance		
Birth to 9 Months	Develop an understanding of where things are in their environment	CM 12-2 Develops Spatial Awareness <u>8-12 mos:</u> Explores ways objects and people move and fit in space
9-18 Months	Demonstrate an awareness of the distance between their body and materials in space (E.g. Jayce crawls across the room to grab a toy.)	CM 12-2 Develops Spatial Awareness <u>8-12 mos:</u> Explores ways objects and people move and fit in space
18-24 Months	Demonstrate an understanding of simple position words (E.g. Hayden climbs a hill and says, "Me on top!")	CM 12-2 Develops Spatial Awareness <u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
24-30 Months	Demonstrate an understanding of many position words (E.g. Brittany says to her teacher, "I'm next to you.")	CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
30 Mos to 3 Yrs	Use comparison words and position words correctly	CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
Three Years	Explore and identify shapes in their environment and begin to notice attributes of shapes with adult help (E.g. Addy, 3 years old, says, "Look, my paper plate is a circle!")	CM 12-1 Learns Shapes & Sizes <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
Strand: Measurements		
Construct: Size, volume, quantity, and other measurable qualities, and the tools to measure them		
Birth to 9 Months	Explore and begin to notice differences in temperature of objects in their environment	CM 11-1 Learns Measurement and Quantities <u>4-7 mos:</u> Plays with more than one object at a time <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone"
9-18 Months	Show some awareness of the relative size of objects in their environment	CM 12-1 Learns Shapes & Sizes <u>1-Year Old:</u> Identifies shapes; begins to sort by size
18-24 Months	Explore the concept of volume (E.g. Chase and Jade pick up a bucket of sand and dump it into the sandbox, over and over.)	CM 11-1 Learns Measurement and Quantities <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")
24-30 Months	Show awareness of measurable qualities, such as size, distance, temperature, and	CM 11-1 Learns Measurement and Quantities <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)

	weight, which, in toddler terms, are big/small, near/far, hot/cold, heavy/light	
30 Mos to 3 Yrs	Recognize that objects and people can be measured (E.g. Brianna asks her mother, "How big am I?")	CM 11-1 Learns Measurement and Quantities <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)
3 Years	Use non-standard tools to measure, with adult assistance (E.g. Marla, Stacy, and Tim pass a lump of clay between them to see if it is bigger or smaller than each child's hand.)	CM 11-1 Learns Measurement and Quantities <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)
Strand: Patterns and Relationships		
Construct: Recognizing or creating planned or random repetitions and comparisons		
Birth to 9 Months	Engage in sustained gazing at objects or people, or track movement with their eyes	CS 13-1 Explores Objects <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
9-18 Months	Explore similarities and differences among objects in their environment	CS 13-2 Classifies or Sorts Objects <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 Months	Show awareness of objects and pictures that are the same	CS 13-2 Classifies or Sorts Objects <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another
24-30 Months	Show awareness of and interest in patterns	CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next
30 Mos to 3 Yrs	Recognize simple patterns (E.g. Malik looks at the plastic animals on the shelf and says, "Mommy, baby, mommy, baby.")	CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next
3 Years	Extend simple patterns	CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next
Strand: Data Collection and Analysis		
Construct: Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world		
Birth to 9 Months	Focus attention to people or objects in their environment for a period of time	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds
9-18 Months	Focus on details in people and objects in their environment	CS 13-1 Explores Objects <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
18-24 Months	Can sort objects that are the same and different on one attribute (E.g. Amy puts all the red vehicles in one basket.)	CS 13-2 Classifies or Sorts Objects <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another

24-30 Months	Can find people and objects that are the same based on one attribute	CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events
30 Mos to 3 Yrs	Notice that objects can be classified in different ways based on different attributes (E.g. Leo and Peter argue over whether to sort their vehicles by color or by size.)	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
3 Years	Sort objects or people into subgroups by one attribute	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
Strand: Time and Sequence		
Construct: Concept of time as it relates to daily routines, and sequencing of events		
Birth to 9 Months	Associate a specific occurrence with meeting their needs (E.g. Emma hears footsteps and lifts her arms anticipating that mommy is coming to pick her up.)	ATL 2-1 Understands Routines <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up
9-18 Months	Demonstrate some understanding of when things happen in relation to routines	SS 16-2 Understands Time <u>8-12 mos:</u> Is on a daily schedule that regulates feeding and sleeping
18-24 Months	Can recall information about the immediate past (E.g. Jack recalls what he had for morning snack when his aunt asks him after lunch.)	SS 16-2 Understands Time <u>1-Year Old:</u> Is learning that the day follows a routine of time, such as “time for snack”
24-30 Months	Show increased knowledge and memory for daily routines	SS 16-2 Understands Time <u>2-Year Old:</u> Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening
30 Mos to 3 Yrs	Can anticipate what will happen next in daily routines	ATL 2-1 Understands Routines <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
3 Years	Can remember and describe daily sequence of events	SS 16-2 Understands Time <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)

Cognitive Development – Science and Social Studies		
Strand: Key Concepts		
Construct: Object permanence		
Birth to 9 Months	Track moving objects and begin to understand that people and objects no longer in sight still exist	ATL 1-2 Develops Memory <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)

9-18 Months	Show understanding that people and objects no longer in sight still exist (E.g. Molly watches her mother put keys in her purse. Molly then searches in the purse to find them.)	ATL 1-2 Develops Memory <u>8-12 mos:</u> Looks for someone or something that is missing
18-24 Months	Can find objects that are not in sight	ATL 1-2 Develops Memory <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects
24-30 Months	Ask for people or things that are not in sight	ATL 1-2 Develops Memory <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
30 Mos to 3 Yrs	Enjoy hiding games	ATL 1-2 Develops Memory <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
3 Years	Play simple memory games	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story
Strand: Exploring the Physical World		
Construct: Physical world		
Birth to 9 Months	Explore objects in various ways using their senses	CS 13-1 Explores Objects <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
9-18 Months	Through trial and error, begin to develop an understanding of some basic physical science concepts such as gravity, force, and motion. (E.g. Penelope repeatedly drops her cup off the high chair and watches it fall to the floor.)	CS 13-1 Explores Objects <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
18-24 Months	Through repeated observation, experimentation, and/or exploration, further develop their understanding of basic physical science concepts and the natural world	CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
24-30 Months	Show interest in observing, experiencing, and/or exploring physical science concepts and the natural world	CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
30 Mos to 3 Yrs	Focus on small details in indoor and outdoor environment (E.g. Esme lays on the grass and watches an ant move.)	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
3 Years	Ask many questions about the physical world and investigate with adult guidance	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
Strand: Exploring the Social World		
Construct: Social conventions		
Birth to 9 Months	Recognize cultural and social labels for people and relationships in their family	SED 5-1 Bonds with Adults

		<u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
9-18 Months	Use culturally appropriate labels for people and relationships in their family	SED 5-1 Bonds with Adults <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 Months	Recognize that there are routines and may test the expectations	ATL 2-1 Understands Routines <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)
24-30 Months	Participate in expected behavior including greetings and goodbyes	ATL 2-2 Shows Responsibility <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
30 Mos to 3 Yrs	Understand that certain rules and customs apply in some situations and not in others (E.g. Sam tells his baby sister, "No yelling in church.")	ATL 1-6 Thinks with Creativity & Flexibility <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
3 Years	Demonstrate and follow different customs in different settings	ATL 1-6 Thinks with Creativity & Flexibility <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
Construct: Self, family, and community		
Birth to 9 Months	Recognize primary caregivers	SED 5-1 Bonds with Adults <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger
9-18 Months	Interact with members of their household and their classroom Relates to social/emotional construct of relationships and social skills with peers	SED 5-1 Bonds with Adults <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
18-24 Months	Identify family members of other children in their class	SED 5-1 Bonds with Adults <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
24-30 Months	May sort items or toys into "families" and label with different roles in their own terms	CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events
30 Mos to 3 Yrs	Explore various roles in their home and classroom (E.g. Natalie tells James, 20 months old, that he is the baby and that she is going to be the mommy. She then begins acting out the role by giving him a bottle.)	SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships
3 Years	Ask questions about other people's experiences in their families and communities	SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships

Cognitive Development – Approaches to Learning		
Strand: Inquiry and Exploration		
Construct: Curiosity and sensory exploration		
Birth to 9 Months	Show awareness of occurrences in their surroundings and use their senses to explore people and objects	CS 13-1 Explores Objects <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
9-18 Months	Explore objects using their senses and manipulate them in a variety of ways	CS 13-1 Explores Objects <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
18-24 Months	Continue to investigate people and objects as tools	CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
24-30 Months	Seek information through observation, exploration, and use of simple tools (E.g. Arthur pulls a chair up to the kitchen counter to see what his father is making for dinner.)	CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
30 Mos to 3 Yrs	Continue to seek information through observation, exploration, and asking questions	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
3 Years	Persist in asking “Why?”	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
Construct: Cause and effect		
Birth to 9 Months	Understand that their actions can have an effect on people and objects in their environment and repeat actions to duplicate effects (E.g. Colleen gently bounces 6-month-old Rory on her lap. When she stops, Rory moves his body up and down until Colleen resumes the bouncing.)	CS 14-2 Makes Predictions <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
9-18 Months	May do things to get a response from familiar adults and children (E.g. Luke drops peas and looks over to his caregiver as they fall from the table to the floor.)	CS 14-2 Makes Predictions <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
18-24 Months	Experiment with cause and effect while investigating their environment	CS 14-2 Makes Predictions <u>1-Year Old:</u> Observes and experiments with cause and effect, such as pushing over a block tower
24-30 Months	Repeat actions to create the same effect and add variations of those actions to see if the same thing happens	CS 14-2 Makes Predictions <u>2-Year Old:</u> Makes predictions based on experience; explores materials and makes observations
30 Mos to 3 Yrs	Anticipate and try to prevent another person’s actions that will create undesirable effects	CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story

3 Years	Use variations on previous actions in new environments and with different objects to create new and desired effects	<p>ATL 1-6 Thinks with Creativity & Flexibility <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</p> <p>CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story</p>
Strand: Reasoning and Problem Solving		
Construct: Theories about the world and how things work (Reflection, critical thinking, and trial and error)		
Birth to 9 Months	Seek to make sense of what happens in their environment	<p>CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth</p>
9-18 Months	Act out ideas about how things work by repeating and changing their actions (trial and error)	<p>CS 14-1 Solves Problems <u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)</p>
18-24 Months	Process and assimilate new information and experiences by comparing them to previous information and experiences to expand their understanding of the world (E.g. Margaret sees a horse for the first time and says, "Big doggie!")	<p>CS 14-1 Solves Problems <u>1-Year Old:</u> Tries several times to solve challenging problems, often using more than one approach</p>
24-30 Months	Use multiple strategies to solve simple problems, but may become frustrated when their strategies don't work	<p>CS 14-1 Solves Problems <u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p>
30 Mos to 3 Yrs	Solve some problems without having to physically try out all possible solutions and may ask for help when needed	<p>CS 14-1 Solves Problems <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)</p>
3 Years	Remember strategies that have worked and apply them to new situations (E.g. At home, Davis moves a stool to the sink so that he can reach for his toothbrush. At child care the next day, Davis struggles to reach a pencil on the counter so he picks up a chair and puts it near the counter.)	<p>ATL 1-6 Thinks with Creativity & Flexibility <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</p>
Strand: Play		
Concept: Imitation, risk taking, and experimentation		
Birth to 9 Months	Engage in turn taking interactions with adults and explore a variety of materials including their own bodies, people, and objects	<p>SED 5-2 Learns from Adults <u>1-3 mos:</u> Imitates some facial expressions <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions</p>
9-18 Months	May initiate turn taking with a trusted adult (E.g. Spencer gives a small toy to his grandmother and she gives another toy to him. They repeat this several times.)	<p>SED 5-2 Learns from Adults <u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions</p>

		<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
18-24 Months	Enjoy using their whole bodies in active play	ATL 1-5 Shows Initiative <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)
24-30 Months	Try out new actions, roles, and words that they imitate from others	SED 5-2 Learns from Adults <u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going <u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults
30 Mos to 3 Yrs	Take risks in big body play, expanding their physical abilities	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
3 Years	Engage in pretend play that includes roles and experiences that they find challenging (E.g. After a visit to the doctor, Brett gives her doll a shot.)	CCA 21-4 Participates in Dramatic Play <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
Construct: Creativity, imagination, and inventiveness		
Birth to 9 Months	Infants this young do not demonstrate creativity, imagination, and inventiveness in ways that adults can easily interpret	
9-18 Months	May invent ways to attract adult attention and engage with them (E.g. Greta pretends to cough to gain her teacher's attention and repeats this when her teacher laughs.)	ATL 1-6 Thinks with Creativity & Flexibility <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
18-24 Months	Play with toys in ways of their own invention. (E.g. Kai puts blocks and cars together in a single structure.)	ATL 1-6 Thinks with Creativity & Flexibility <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
24-30 Months	Begin to engage in simple pretend games	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
30 Mos to 3 Yrs	Engage in more extended pretend play	CCA 21-4 Participates in Dramatic Play <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 Years	Invent stories and characters	CCA 21-4 Participates in Dramatic Play <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
Construct: Sense of delight and humor		
Birth to 9 Months	Show pleasure in simple sensory games (E.g. AJ's mother tugs at the blanket in his hands and he tugs it back toward himself. They do this several times as AJ laughs.)	SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes

9-18 Months	Express delight in ways appropriate to their culture	SED 3-1 Expresses Emotion <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures
18-24 Months	Take delight in repetitive games and interactions (E.g. Bodhi and his teacher pass a ball back and forth and each time the teacher pretends to stop, Bodhi says, "again" and laughs when the teacher starts again.)	SED 3-1 Expresses Emotion <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others
24-30 Months	Are amused by incongruity (E.g. Jonah laughs hysterically when his father pretends to put Jonah's shoes on his big feet.)	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults
30 Mos to 3 Yrs	Play exuberantly	SED 3-1 Expresses Emotion <u>3-Year Old:</u> 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
3 Years	Laugh at themselves when they do something silly	SED 3-1 Expresses Emotion <u>3-Year Old:</u> 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
Strand: Executive Function		
Construct: Adaptability of thought processes, planning, and intentionality		
Birth to 9 Months	Can act intentionally to achieve a goal (E.g. 8-monthold Oscar rolls across the floor to reach a toy.)	ATL 1-5 Shows Initiative <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
9-18 Months	Can carry out their own one-step plan (E.g. Penthia puts a hat on her head.)	CS 14-3 Makes Plans <u>8-12 mos:</u> Tries alternative ideas when working with objects, such as putting blocks in one container then in a different container
18-24 Months	Plan and implement a two-step dramatic play (E.g. Ezra pretends to feed the baby doll and then puts it in the baby bed.)	CCA 21-4 Participates in Dramatic Play <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination
24-30 Months	Can try to figure out what is getting in the way of their plan	CS 14-3 Makes Plans <u>2-Year Old:</u> Plans steps to achieve an idea, such as getting a favorite book and a doll in order to read the story to the doll
30 Mos to 3 Yrs	Plan their own simple activities and organize the materials they need	CS 14-3 Makes Plans <u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time
3 Years	Can adapt plans to incorporate new materials	CS 14-3 Makes Plans <u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time
Construct: Working memory and focus and attention		
Birth to 9 Months	Begin to maintain focus despite distractions during brief delays	ATL 1-1 Is Attentive <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds

9-18 Months	Can have expectations of what will happen based on previous experiences (E.g. Wilfred pulls his mother's hand to bring her to the refrigerator knowing she will offer juice to him.)	CS 14-2 Makes Predictions <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
18-24 Months	Stay focused on simple stories or books for brief periods of time	ATL 1-1 Is Attentive <u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal
24-30 Months	Have increased attention spans for activities that interest them or that they initiate	ATL 1-1 Is Attentive <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
30 Mos to 3 Yrs	Can maintain attention on their choice of activity until they have achieved their goal (E.g. Cheng draws one more line on her picture and says, "All done.")	ATL 1-1 Is Attentive <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes
3 Years	Can play simple memory games such as matching pictures on cards	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story
Construct: Motivation, initiative, and persistence		
Birth to 9 Months	Persist in pursuing objects of interest (E.g. 9-month-old Jasper crawls after her family's cat.)	ATL 1-5 Shows Initiative <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys
9-18 Months	Explore objects that interest them with focus and persistence	ATL 1-5 Shows Initiative <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket
18-24 Months	Initiate simple plans (E.g. 20-month-old Abreeanna pulls on her teacher's hand and says, "out", as she walks to the door.)	ATL 1-5 Shows Initiative <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)
24-30 Months	Persist in following their own curiosity even if adults try to deter them (E.g. 24-month-old Sebastian keeps dropping his toy cars in the toilet bowl even though his mother tells him not to.)	ATL 1-5 Shows Initiative <u>2-Year Old:</u> Initiates play with others
30 Mos to 3 Yrs	Demonstrate the motivation to master simple tasks	ATL 1-3 Is Persistent <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
3 Years	Show initiative in a variety of ways including offering to help	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
Strand: Symbolic Representation		
Construct: Representational process		
Birth to 9 Months	Calm in the presence of their primary caregiver (E.g. Gigi clings to her teacher when a stranger enters the classroom.)	SED 5-1 Bonds with Adults <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

9-18 Months	May draw comfort from objects that represent family members or primary caregivers (E.g. Bertti keeps her mother's scarf in her cubby and clings to it when upset.)	SED 3-2 Manages Feelings & Demonstrates Self-Control <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
18-24 Months	Use an object to represent something else	ATL 1-6 Thinks with Creativity & Flexibility <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
24-30 Months	Use a variety of materials, media, and other forms of self-expression to represent their thinking (E.g. Tessa makes up songs about herself.)	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions
30 Mos to 3 Yrs	Understand that some signs in the community represent familiar places	LKS 8-3 Develops Emergent Reading <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 <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
3 Years	Are aware that some symbols represent words and numbers	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old:</u> Says or sings ABCs
		CM 10-4 Reads and Writes Numbers <u>3-Year Old:</u> Can trace numbers; recognizes a few numbers in written form

Physical Development and Health		
Strand: Body Awareness and Control		
Construct: Spatial awareness		
Birth to 9 Months	Use many repetitions to move various body parts and gain increasing control over movements	PMP 17-1 Develops Perception & Balance <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
9-18 Months	Become more aware of where their body is in relation to other objects and people in the environment	PMP 17-1 Develops Perception & Balance <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
18-24 Months	Can negotiate moving around objects and people without bumping into them	PMP 17-1 Develops Perception & Balance <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping
24-30 Months	Show increased balance and coordination in play activities	PMP 17-1 Develops Perception & Balance <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion
30 Mos to 3 Yrs	Move their bodies through space with balance and control	PMP 17-1 Develops Perception & Balance <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion
3 Years	Move with confidence and stability, coordinating movements to accomplish	PMP 17-1 Develops Perception & Balance

	simple tasks (E.g. Outside on the playground, a small group of children play a game of Duck, Duck, Goose.)	3-Year Old: Stands on 1 foot for about 3 seconds; jumps with two feet
Construct: Development of the senses, orientation to stimuli, and sensory integration		
Birth to 9 Months	Show awareness of and respond to sensory stimuli	PMP 17-1 Develops Perception & Balance 1-3 mos: From stomach position is able to lift head; follows moving objects with eyes 4-7 mos: Reaches for objects; sits with and then without support of hands
9-18 Months	Use senses to experience objects and the environment	CS 13-1 Explores Objects 8-12 mos: 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
18-24 Months	Demonstrate sensory preferences (E.g. After playing in the sand in the sensory table, Anne wipes her hands together and leaves when the teacher adds water to make mud.)	CS 13-1 Explores Objects 1-Year Old: Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
24-30 Months	Use the information received from their senses to change the way they interact with the environment	CS 13-1 Explores Objects 2-Year Old: Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
30 Mos to 3 Yrs	Begin to focus on important stimuli while ignoring extraneous stimuli	CS 13-1 Explores Objects 3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration
3 Years	Develop the ability to use one sense to predict what they would perceive with another (E.g. Jowanna reaches into the mystery bag and guesses that she is holding a teddy bear based on the way it feels.)	CS 13-1 Explores Objects 3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration
Construct: Physical state regulation		
Birth to 9 Months	Begin to develop predictable patterns for sleeping, eating, and eliminating	PMP 20-1 Learns about Nutrition 1-3 mos: Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule 4-7 mos: Diet includes some cereals and healthy baby food on an appropriate schedule
9-18 Months	By the end of this age range are eating three meals per day plus snacks	PMP 20-1 Learns about Nutrition 8-12 mos: Diet includes healthy, nutritionally balanced solid food on an appropriate schedule
18-24 Months	Can show tiredness or hunger through predictable behaviors	PMP 20-1 Learns about Nutrition 1-Year Old: Is on a consistent schedule of three healthy meals per day, and may include a light, nutritious snack PMP 19-4 Develops Naptime Independence 1-Year Old: Can put self to sleep at naptime
24-30 Months	May resist sleeping or napping even when tired	PMP 19-4 Develops Naptime Independence 2-Year Old: Puts self to sleep at naptime

30 Mos to 3 Yrs	May take initiative to make themselves more comfortable (E.g. Remy takes off his socks and says, "Too hot.")	PMP 19-2 Develops Self-Care Skills <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
3 Years	May be able to identify the need to eliminate	PMP 19-3 Becomes Toilet Trained <u>3-Year Old:</u> Is fully or nearly toilet trained
Strand: Large Muscle Development and Coordination		
Construct: Gross motor skills		
Birth to 9 Months	Develop head and trunk stability and ability to change positions	PMP 17-1 Develops Perception & Balance <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
9-18 Months	Become mobile, progressing from crawling to walking, and show strong interest in climbing	PMP 17-2 Develops Lower Body Strength <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking
18-24 Months	Move from one place to another by walking and running with basic control and coordination	PMP 17-2 Develops Lower Body Strength <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
24-30 Months	Have more control with their arm and leg movements for walking, running, climbing, etc.	PMP 17-5 Develops Large Motor Coordination Skills <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors
30 Mos to 3 Yrs	Purposefully explore with their whole body and use objects and equipment	PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
3 Years	Show increased confidence in their ability to coordinate large muscles and interest in new ways to use large muscles	PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
Stand: Small Muscle Development and Coordination		
Construct: Fine motor skills		
Birth to 9 Months	Move from awareness of hands to ability to reach and grasp objects of varying sizes	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <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
9-18 Months	Coordinate eyes and hands while exploring or holding objects	PMP 18-2 Develops Fine Hand-Eye Coordination <u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects
18-24 Months	Reach, grasp, and release objects with more control and experiment with using tools	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker
24-30 Months	Use tools purposefully to accomplish a goal (E.g. Shelby uses a glue stick to glue paper onto a wall collage.)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills

		<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
30 Mos to 3 Yrs	Use smaller manipulatives with ease	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
3 Years	Show increased confidence in ability to coordinate small muscles and interest in new ways to use small muscles	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Strand: Nutrition		
Construct: Nutrition		
Birth to 9 Months	Suck and swallow liquids and associate breast or bottle with being fed	PMP 20-1 Learns about Nutrition <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
9-18 Months	Chew and bite and develop the ability to eat finger foods	PMP 20-1 Learns about Nutrition <u>8-12 mos:</u> Diet includes healthy, nutritionally balanced solid food on an appropriate schedule
18-24 Months	Successfully chew and bite foods of varying textures	PMP 20-1 Learns about Nutrition <u>1-Year Old:</u> Is on a consistent schedule of three healthy meals per day, and may include a light, nutritious snack
24-30 Months	Demonstrate a willingness to try new foods if offered on multiple occasions	PMP 20-1 Learns about Nutrition <u>2-Year Old:</u> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack
30 Mos to 3 Yrs	Show some awareness that some foods are more nutritious than others (E.g. After Brian reads We Eat Food That's Fresh, Kara points to the fresh strawberries on her plate at snack time.)	PMP 20-1 Learns about Nutrition <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods
3 Years	Try healthy foods from a variety of cultures when given the opportunity	SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work
Strand: Basic Safety		
Construct: Basic safety		
Birth to 9 Months	Cry to indicate stress and to seek help	SED 3-1 Expresses Emotion <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes
9-18 Months	Seek physical contact with primary caregivers when faced with new or unfamiliar people or environments Relates to social/emotional construct of relationships with primary caregivers	SED 5-1 Bonds with Adults <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

18-24 Months	Look to primary caregivers when faced with new or unfamiliar people or environments Relates to social/emotional construct of relationships with unfamiliar adults	SED 5-1 Bonds with Adults <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
24-30 Months	May acknowledge potentially unsafe situations, but are not yet able to be responsible for their own safety (E.g. Felipe climbs to the top of the toddler loft but needs a teacher's assistance to get down.)	PMP 20-2 Learns Safety Rules <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
30 Mos to 3 Yrs	Show increasing awareness of health and safety practices	PMP 20-2 Learns Safety Rules <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
3 Years	Can identify and explain familiar health and safety signs in the community	PMP 20-2 Learns Safety Rules <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
Strand: Self-care		
Construct: Self-care		
Birth to 9 Months	Note: Infants at this age rely on adults to care for them (E.g. Joey washes 8-monthold Dana's hands after a diaper change.)	PMP 19-2 Develops Self-Care Skills <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
9-18 Months	May be able to participate, with adult assistance, in selfcare tasks such as dressing and undressing, and feeding themselves, if culturally appropriate	PMP 19-2 Develops Self-Care Skills <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed
18-24 Months	Show increasing interest in and sometimes insistence on doing things for themselves, if culturally appropriate (E.g. Preda insists on putting the soap on her hands without help.)	PMP 19-2 Develops Self-Care Skills <u>1-Year Old:</u> Shows increasing independence, such as dressing with help
24-30 Months	Are able to participate in and occasionally initiate simple health routines, if culturally appropriate	PMP 19-2 Develops Self-Care Skills <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth
30 Mos to 3 Yrs	Are more likely to willingly participate in self-care routines, if culturally appropriate	PMP 19-2 Develops Self-Care Skills <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
3 Years	Seek to accomplish self-care and house-keeping tasks with reminders, if culturally appropriate	PMP 19-2 Develops Self-Care Skills <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
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Creative Expression and Aesthetic Appreciation		
Strand: Explorations and Creation of Artistic Works		
Construct: Invention and imagination		
Birth to 9 Months	Produce sounds through own vocalizations or play with objects in the indoor and outdoor environment	CCA 21-1 Explores Art Media <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
9-18 Months	Use tools to create sounds and marks with various objects, and media	CCA 21-1 Explores Art Media <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials
18-24 Months	Use tools with more intentionality and purpose	CCA 21-1 Explores Art Media <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints
24-30 Months	Create three dimensional structures, songs, rhymes, drama, and dances	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions
30 Mos to 3 Yrs	Use and play with a variety of media and materials for exploration and creative expression	CCA 21-1 Explores Art Media <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
3 Years	Create more elaborate three dimensional structures, songs, rhymes, and dances with a combination of materials	CCA 21-1 Explores Art Media <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
Construct: Curiosity and interest		
Birth to 9 Months	Experiment and repeat a variety of vocalizations and body movements (E.g. Logan, 4 months old, begins to mimic his mother’s facial expressions.)	ATL 1-4 Is Curious <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
9-18 Months	Explore the sounds that a variety of environmental objects can make and explore a variety of sensory media to create visual images (sand, finger paint, crayons)	ATL 1-4 Is Curious <u>8-12 mos:</u> Shows interest in new toys; explores surroundings
18-24 Months	Show an increasing range of curiosity about their environment, objects, and people	ATL 1-4 Is Curious <u>1-Year Old:</u> Shows interest in learning about new objects or experiences
24-30 Months	Show interest in combining objects or media (E.g. Garrith glues yarn, paper, and packing peanuts onto a piece of construction paper.)	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions
30 Mos to 3 Yrs	Show interest in a variety of materials and activities related to creative expression	CCA 21-1 Explores Art Media

		3-Year Old: Uses a variety of art materials and media to convey an idea; creates something different from what other children create
3 Years	Ask how to produce a particular sound, visual image, or movement	CCA 21-1 Explores Art Media 3-Year Old: Uses a variety of art materials and media to convey an idea; creates something different from what other children create
Construct: Confidence		
Birth to 9 Months	Gain control over their ability to produce sounds and movement and show delight in positive reactions from others	ATL 1-5 Shows Initiative 4-7 mos: Accepts, reaches for, grasps, or handles familiar toys 8-12 mos: Initiates activities, such as getting a toy independently from a low shelf or basket
9-18 Months	Refine their actions to get closer to the desired effect in sound and movement	CCA 21-1 Explores Art Media 8-12 mos: Uses age-appropriate art materials, such as “edible art” or other safe materials
18-24 Months	May request adult attention and approval for all of their artistic, dance, and musical efforts	SED 4-2 Becomes Confident 1-Year Old: Shows confidence in own abilities; is proud to demonstrate abilities
24-30 Months	Select and use artistic materials and tools more purposefully (E.g. Cohen selects a paint brush from the box and blue paint from the row of paint cups and brings them over to the art easel.)	CCA 21-1 Explores Art Media 2-Year Old: Uses a variety of art materials to create artwork or other inventions
30 Mos to 3 Yrs	Ask adults to save or take pictures or videos of their artistic creation	SED 4-2 Becomes Confident 3-Year Old: Is pleased to complete daily routines and learn new skills
3 Years	Show adults and peers what they can do or have created, including short individual performances or artistic creations	SED 4-2 Becomes Confident 3-Year Old: Is pleased to complete daily routines and learn new skills
Strand: Appreciation of and Response to the Creations of Others and the Natural World		
Construct: Awareness and attention		
Birth to 9 Months	Focus on sounds, patterns, and movements in the indoor and outdoor environment (E.g. Colin, 8 months old, giggles when he feels the breeze on his face.)	CS 13-1 Explores Objects 4-7 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
9-18 Months	Show awareness of and preference for specific textures, smells, sounds, and visual images (E.g. Kathryn uses her hands to pick up a piece of birthday cake and then repeatedly wipes her hands on her shirt saying, “No.”)	CS 13-1 Explores Objects 8-12 mos: 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
18-24 Months	Begin to focus on and distinguish details in the indoor and outdoor environments	CS 15-1 Explores the Natural Environment 1-Year Old: Explores objects of the natural environment through the senses; shows interest in natural objects or processes
		CCA 21-2 Explores Music

24-30 Months	Show what they notice about the music, art, drama, dance, and natural phenomena they have witnessed	<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
		CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
30 Mos to 3 Yrs	Try to reproduce aspects of music, art, drama, dance, and natural phenomena they have witnessed (E.g. After watching a tap dancer, Reagan, Andrew, and Gabe recreate tap dancing.)	CCA 21-1 Explores Art Media <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
		CCA 21-2 Explores Music <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
		CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities
		CCA 21-4 Participates in Dramatic Play <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
3 Years	Share opinions about likes and dislikes in art and creative expression	CCA 21-1 Explores Art Media <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
Construct: Sense of joy and wonder		
Birth to 9 Months	Enjoy and respond to sights, sounds, textures, tastes, and smells	CS 13-1 Explores Objects <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
9-18 Months	Respond with delight to some experiences, environments, and specific sensations	CS 15-1 Explores the Natural Environment <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching
18-24 Months	Express joy in aesthetic experience	CS 15-1 Explores the Natural Environment <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes
24-30 Months	May participate actively in singing songs and dancing	CCA 21-2 Explores Music <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
30 Mos to 3 Yrs	Exclaim enthusiastically in response to experiencing beauty indoors or outdoors (E.g. Ginny and her friends jump up and down shouting, "It's a rainbow," when they see a rainbow in the sprinkler.)	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
3 Years	Use descriptive words to express their response to an aesthetic experience (E.g.	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.;

Using his communication device, Mark tells Tory he really likes the colors in her painting.)	shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
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We Know That Four- and Five-Year-Olds are Making Progress When They:

Social and Emotional Development	
Strand: Self-Concept and Social Identity	
Construct: Self-esteem	
Continue to seek adult attention and recognition of what they know and can do	SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Boast about what they know and can do (E.g. Quinn says, "I am really good at drawing rainbows.")	SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Construct: Self-confidence	
Are confident, self-directed, purposeful and inventive in play	SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Construct: Social Identity	
Notice differences and make comparisons between their physical characteristics and others' and the way things are done in different settings (E.g. Consuela says "My abuela talks Spanish and my grandma talks English.")	SED 4-1 Develops Awareness of Self <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)
Express or describe their own characteristics and preferences (E.g. Jacob only chooses brown sweatpants when clothes shopping with his mother.)	SED 4-1 Develops Awareness of Self <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)
Strand: Attachment	
Construct: Relationships with primary caregivers and less familiar adults	
Interact easily with familiar adults, but may be hesitant to approach or respond to less familiar adults	SED 5-1 Bonds with Adults <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
Seek adult help when needed for emotional support, physical assistance, social interaction, and approval	SED 5-1 Bonds with Adults <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
Imitate familiar adults in culturally appropriate ways in everyday situations	SED 5-2 Learns from Adults <u>Pre-K:</u> Mirrors adult behavior in daily routines; seeks help or information when needed from adults

Strand: Social Competence	
Construct: Relationships and social skills with peers	
Approach others with expectations of positive interactions	SED 6-2 Bonds with Peers <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
Build skills needed to participate successfully as a member of a group, such as taking turns	SED 6-3 Cooperates with Peers <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
Sustain interaction by cooperating, helping, sharing, and expressing interest, though they may need adult guidance	SED 6-3 Cooperates with Peers <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
Develop friendships, sometimes based on shared interests or characteristics	SED 6-2 Bonds with Peers <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
Construct: Recognition and understanding of others' feelings	
Begin to understand the reasons for others' emotions and respond appropriately (E.g. Audrey says to a friend who is upset over not getting the toy she wanted during play, "You'll get to play with it next time.")	SED 6-1 Builds Empathy <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
Construct: Behavioral regulation	
Begin to be able to stop undesirable behaviors on their own or with a gentle reminder (E.g. Xavier starts to grab Zach's car, but stops himself and asks, "Can I use that when you're done?")	SED 3-2 Manages Feelings & Demonstrates Self-Control <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
Strand: Emotional Competence	
Construct: Emotional expression	
Demonstrate increasing competencies in recognizing and describing their own emotions	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
Explore emotions in various ways (through play, art, music, and dance)	SED 3-1 Expresses Emotion <u>3-Year Old:</u> 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
Construct: Emotional regulation	
May still have difficulty regulating strong emotions	SED 3-2 Manages Feelings & Demonstrates Self-Control <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

Increasingly use words instead of actions to express their emotions	SED 3-1 Expresses Emotion 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)
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Language Development and Emergent Literacy	
Strand: Listening Comprehension	
Construct: Receptive verbal communication	
Listen with understanding to stories, directions, and conversations	LC 7-1 Develops Receptive Communication Pre-K: Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
Follow instructions that include a two or three step sequence of actions such as setting up a game or following a recipe	LC 7-1 Develops Receptive Communication Pre-K: Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
Strand: Non-Verbal Communication	
Construct: Non-verbal communication	
Understand non-verbal cues	LC 7-1 Develops Receptive Communication Pre-K: Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
Communicate needs, wants, or thoughts using nonverbal gestures, actions, or expressions (E.g. 5-year-old Devin points to the block area when he is asked what he wants to do next.)	LC 7-2 Develops Expressive Communication 3-Year Old: 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
Strand: Communication Concepts	
Construct: Pragmatics and social language	
Use language according to rules appropriate for the cultural context (may need adult help in recognizing appropriate cultural context) (E.g. 4-year-old Savannah asks her peer, "Can I please have the purple crayon?")	LC 7-6 Learns Conversation Structure 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
With adult support, can take turns in conversations and group discussions	LC 7-6 Learns Conversation Structure 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
Strand: Verbal Expression	
Construct: Vocabulary development	
Use increasingly complex and varied vocabulary and language	LC 7-4 Expands Vocabulary Pre-K: 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)

Use words and phrases learned through conversations and being read to (E.g. 4-year-old Hazel says, "The end", when she finishes her snack.)	LC 7-4 Expands Vocabulary <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)
Construct: Expressive language or speaking, and meaning and linguistic concepts	
Speak clearly enough to be understood	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Use language for a variety of purposes, including communicating information (E.g. 5-year-old Sean shows his friends his new race car and they ask him questions about it and tell him stories about theirs.)	LC 7-2 Develops Expressive Communication <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
Ask questions and initiate and respond in conversations with others	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> 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
Tell stories with multiple characters and events	LC 7-2 Develops Expressive Communication <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
Strand: Emergent Reading	
Construct: Participation in language and literacy activities	
Learn new information from books being read to them	LKS 8-1 Develops Early Literacy <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
Ask for a story to be read and respond to stories told or read aloud	LKS 8-1 Develops Early Literacy <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
Respond to adult questions about a book or story	LKS 8-1 Develops Early Literacy <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
Ask questions about a book or story	LKS 8-1 Develops Early Literacy <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
Make connections between a book or story to personal experiences (E.g. Irena points to a picture of a dog and says, "I have a dog like this, only bigger and my dog never chews shoes".)	LKS 8-1 Develops Early Literacy <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
Construct: Narrative and story sense	
Guess what will happen next in a story using pictures as a guide	CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story
Tell their own stories	LC 7-2 Develops Expressive Communication <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
Construct: Comprehension and interpretation	
Represent stories told or read aloud through a variety of media or in play	CCA 21-4 Participates in Dramatic Play <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
Use their own words to retell a simple familiar story while looking at a book	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
Retell information from a book (E.g. 5 year old Mac tells his Papa that Tyrannosaurus Rex runs as fast as a horse.)	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
Construct: Interest in and appreciation of reading	
Select favorite books, authors, or illustrators	LKS 8-1 Develops Early Literacy <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
Request or respond to informational books on favorite topics	LKS 8-1 Develops Early Literacy

	<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
Construct: Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables, and words)	
Listen to and recognize different sounds in rhymes, songs, and familiar words (E.g. When the teacher sings, “Willaby wallaby Wecca an elephant sat on...”, Becca shouts, “Becca!”)	LC 7-3 Develops Phonemic Awareness <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)
Play with sounds of spoken language including letter sounds, rhymes, and words (E.g. Ray says, “My name rhymes with play.”)	LC 7-3 Develops Phonemic Awareness <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)
Can distinguish the beginning sounds of some words	LC 7-3 Develops Phonemic Awareness <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)
Construct: Book awareness	
Identify parts of books such as cover, first page, and title	LKS 8-3 Develops Emergent Reading <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
Understand that print carries a message	LKS 8-3 Develops Emergent Reading <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
Strand: Emergent Writing	
Construct: Print and alphabet awareness	
Recognize some letters in the alphabet, especially those in their own name (E.g. While putting her things away in her cubby, 4-year-old Azlyn notices other children’s names on their cubbies. She exclaims, “Hey, Autumn starts the same as me!”)	LKS 8-2 Develops Alphabetic Knowledge <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
Begin to associate sounds with words or letters	LKS 8-2 Develops Alphabetic Knowledge <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

Understand that specific symbols are used to communicate in writing	LKS 8-2 Develops Alphabetic Knowledge <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
Construct: Interest in and emergent writing	
Understand that writing is a way of communicating	LKS 9-1 Develops Emergent Writing <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
Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas	LKS 9-1 Develops Emergent Writing <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
Engage in writing using letter-like symbols to make letters or words	LKS 9-1 Develops Emergent Writing <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
Begin to copy or write their own name	LKS 9-1 Develops Emergent Writing <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

Cognitive Development – Early Numeracy	
Strand: Number Operations	
Construct: Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting	
Identify by sight how many are in a small group of up to 3 items	CM 10-2 Builds and Observes Sets <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
Demonstrate understanding of one-to-one correspondence	CM 10-1 Begins Counting <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
Recognize that the last number used in counting is the same as the total (E.g. Leila counts four cars and when the teacher asks her, “How many cars do you have?” she answers, “Four.”)	CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total
Count objects in two different collections (up to ten in each) to determine which is the larger one	CM 10-2 Builds and Observes Sets <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
Can answer the question “What comes after...” a number without having to recount (E.g. When asked, “What comes after five,” Sawyer says, “Six,” without having to count up from one.)	CM 10-1 Begins Counting <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
Change small collections of objects by combining or removing objects and then counting to determine how many they have (E.g. Avery counts out three blocks, then adds two more, and counts all of the blocks and says, “I have five blocks.”)	CM 10-3 Learns Addition, Subtraction and Division <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
Begin to recognize and attempt to write numerals up to 10	CM 10-4 Reads and Writes Numbers <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
Strand: Geometry and Spatial Sense	
Construct: Shapes and their attributes, position, comparing and contrasting two or more objects, and distance	
Use words that show understanding of order and position of objects	CM 10-1 Begins Counting <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
Identify and name common shapes	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Describes basic features of shapes (E.g. Finnley says, “This triangle has three sides and this square has four sides.”)	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Compare the shape of two objects (E.g. Reanna draws two round shapes and says, “This one is an oval and this one is a circle.”)	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Strand: Measurements	
Construct: Size, volume, quantity, and other measurable qualities, and the tools to measure them	
Recognize that objects can be measured by height, length, weight, and volume (E.g. Palo makes a stack of unifix cubes next to his friend and says, “You’re 40 cubes tall.”)	CM 11-1 Learns Measurement and Quantities <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
Make comparison such as bigger or smaller between two groups of objects	CM 11-1 Learns Measurement and Quantities <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
Recognize that time is measured in units (E.g. John asks how many more minutes he can stay outside.)	CM 11-1 Learns Measurement and Quantities <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
Strand: Patterns and Relationships	
Construct: Recognizing or creating planned or random repetitions and comparisons	
Order or sequence several objects based on one characteristic	CM 11-2 Understands Patterns <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)
Begin creating simple patterns with familiar objects (E.g. Max places the blocks in rows of long, short, long, short, etc.)	CM 11-2 Understands Patterns <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)
Strand: Data Collection and Analysis	
Construct: Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world	
Sort objects and count and compare the groups formed (E.g. Carlo says, "There are 3 brown teddy bears and 4 black teddy bears.")	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Organize and represent information visually, with adult support (E.g. The teacher helps the preschoolers create a picture graph showing the numbers of children who walked to school or rode in a car.)	CS 14-4 Draws Conclusions and Sorts Results <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: Time and Sequence	
Construct: Concept of time as it relates to daily routines, and sequencing of events	
Begin to differentiate between yesterday, today, and tomorrow	SS 16-2 Understands Time <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

Cognitive Development – Science and Social Studies	
Strand: Key Concepts	
Construct: Object permanence and representational/symbolic thought	
Talk about things or people that are not present	ATL 1-2 Develops Memory

	<u>Pre-K:</u> Recalls part or all of a story, including characters and main events
Use a variety of forms (drawings, block structures, movement, and other materials) to represent their ideas and feelings	CCA 21-1 Explores Art Media <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
Strand: Exploring the Physical World	
Construct: Physical science, life science, earth and space science, and environmental science	
Begin to identify the properties of various living things and what living things need to be able to survive	CS 15-2 Develops an Understanding of and Care for the Natural World <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
Begin to talk about environmental changes and phenomena (weather, seasons, sun, and moon)	CS 15-2 Develops an Understanding of and Care for the Natural World <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
Show interest in caring for the earth and environment	CS 15-2 Develops an Understanding of and Care for the Natural World <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
Explore simple physical science concepts such as force, motion, and gravity (E.g. Three children in the preschool room build an elaborate structure with blocks and ramps and then run different marbles through it to see which is the fastest.)	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Strand: Exploring the Social World	
Construct: Social conventions (Rules and expectations, authority and governance)	
Show interest in caring for the classroom environment	ATL 2-2 Shows Responsibility <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
Participate in developing classroom rules	ATL 2-2 Shows Responsibility <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
Practice culturally appropriate social conventions (E.g. Satori uses chopsticks when eating meals at home.)	SS 16-1 Explores Cultures

	<u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
With guidance from adults, can engage in problem-solving to resolve difference in perspectives	SED 6-3 Cooperates with Peers <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
Construct: Self, family, and community (Culture, ethical and human issues)	
Know basic personal information	SED 4-1 Develops Awareness of Self <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)
Are aware of own family relationships and show curiosity about others' families	SED 4-1 Develops Awareness of Self <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)
Notice similarities and differences in people, families, and social groups	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
Recognize some people, places, and occupations in their communities	SS 16-4 Learns about Community Roles and Jobs <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
Act out family roles and occupations in dramatic play	CCA 21-4 Participates in Dramatic Play <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
Show interest in issues of friendship and fairness	SED 6-3 Cooperates with Peers <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

Cognitive Development – Approaches to Learning	
Strand: Inquiry and Exploration	
Construct: Conjecture, scientific inquiry process, curiosity, and sensory exploration	
Observe, wonder, and/or ask questions, make guesses, and explore hypotheses	ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
Use senses and tools/technology to aid in investigation	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the

	environment; observes objects using tools such as color paddles, prisms and magnifying glasses
Construct: Cause and effect	
Sometimes use magical thinking, showing misunderstanding of cause and effect (E.g. Zeke puts his snow pants by the front door, believing that this will make it snow overnight.)	CS 14-2 Makes Predictions <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?)
Continue to experiment with cause and effect	CS 14-4 Draws Conclusions and Sorts Results <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
Engage in repeated actions to make something happen (E.g. Dannie notices that Marie buttons her own coat, so Dannie tries several methods before succeeding in buttoning her own coat.)	CS 14-2 Makes Predictions <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?)
Strand: Reasoning and Problem Solving	
Construct: Theories about the world and how things work, reflection, critical thinking, and trial and error	
Talk about own ideas, predictions, and plans, building on prior experiences either self-initiated or guided by adults	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Can figure out more than one solution to a problem if the first one doesn't work (E.g. In trying to get a ball down from the tree, Marlow first throws a shoe to get it down and when that doesn't work, gets a rake to try to poke it down.)	CS 14-1 Solves Problems <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: Cooperative Learning	
Construct: Cooperative learning	
Work with others to plan or problem solve toward a shared goal and can describe the reasons for their shared decisions (E.g. Aaron, Chuck, and Jill make a complex track for a train and discuss how sharp curves make trains derail.)	SED 6-3 Cooperates with Peers <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
Strand: Play	
Concept: Imitation, risk taking, experimentation, spontaneous learning, and play with others	
Co-create elaborate pretend play with other children, including scenarios with multiple roles, ideas, and co-negotiated rules	CCA 21-4 Participates in Dramatic Play <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
Engage in pretend play with others to explore and understand life experience and roles	CCA 21-4 Participates in Dramatic Play <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

Create sophisticated structures alone and with others, using various constructive materials, sometimes used in pretend play	CCA 21-4 Participates in Dramatic Play <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
Construct: Sense of delight and humor	
Show delight in all aspects of play from planning to describing the experience	CS 14-3 Makes Plans <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
May play with language including “bathroom” words	LC 7-4 Expands Vocabulary <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)
Begin to understand simple jokes	ATL 1-6 Thinks with Creativity & Flexibility <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
May share physical humor with one another	ATL 1-6 Thinks with Creativity & Flexibility <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
Construct: Creativity, imagination, and inventiveness	
Tell elaborate stories of their own invention or add details to stories	ATL 1-6 Thinks with Creativity & Flexibility <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
Create games that continue to evolve as they plan	ATL 1-6 Thinks with Creativity & Flexibility <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
Pretend to be characters from stories, books, television shows, movies, or their own invention	CCA 21-4 Participates in Dramatic Play <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
Strand: Executive Function	
Construct: Adaptability of thought processes, planning, and intentionality	
Begin to show ability to adapt their plans when they can't follow through with their original idea	ATL 1-6 Thinks with Creativity & Flexibility <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
Can adapt their plan to include other children with adult guidance	ATL 1-6 Thinks with Creativity & Flexibility <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
Can engage in increasingly complex planning (E.g. The 4-year-olds create very complex rules for the game they are playing on the playground.)	CS 14-3 Makes Plans <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

May ask for help on own or with teacher prompting or seek more information when needed	SED 5-2 Learns from Adults <u>Pre-K:</u> Mirrors adult behavior in daily routines; seeks help or information when needed from adults
Construct: Working memory and focus and attention	
Pay attention to and remember details	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
Keep track of more than one thing at a time	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
Stay focused for longer periods of time on activities that interest them and return to those activities	ATL 1-1 Is Attentive <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
Construct: Motivation, initiative, and persistence	
Demonstrate a desire to please adults and may seek adult attention (E.g. 4-year-old Zara yells "Watch me! Watch me!" as she walks across the balance beam.)	SED 5-1 Bonds with Adults <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
Take the initiative carrying out their own plans and persist until the goal is achieved	ATL 1-3 Is Persistent <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
May get frustrated if they cannot carry out their goals to the level of mastery they desire	ATL 1-3 Is Persistent <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
Strand: Symbolic Representation	
Construct: Representational process	
Use objects to represent other objects in their pretend play (E.g. Hadley and Kayla build an elaborate castle using couch cushions and blankets.)	CCA 21-4 Participates in Dramatic Play <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
Understand that symbols on pictographs and bar graphs indicate quantity (E.g. Chethan puts a sticker on the class graph to show that he has a cat at home and remarks, "More children have a dog at home than a cat.")	CM 11-1 Learns Measurement and Quantities <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

Physical Development and Health	
Strand: Body Awareness and Control	
Construct: Spatial awareness, development of the senses, orientation to stimuli, sensory integration, physical fitness, knowledge for participation in physical education	

Participate in a variety of physical activities to enhance personal health and physical fitness	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <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
Continue to develop their ability to move their body in space and control their bodily movements (E.g. Tanya maneuvers her wheelchair up a ramp and around a corner to join her friends.)	PMP 17-5 Develops Large Motor Coordination Skills <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
Increasingly use eye-hand coordination to perform a variety of tasks	PMP 18-2 Develops Fine Hand-Eye Coordination <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
Strand: Large Muscle Development and Coordination	
Construct: Gross motor skills	
Continue to develop large muscle control and coordination to play more complex games and/or perform more controlled actions (E.g. Juanita, 5 years old, tosses a stone on the hopscotch game, hops on one foot through two squares and then jumps on two feet to complete the game.)	PMP 17-5 Develops Large Motor Coordination Skills <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
Increase their strength, balance, flexibility, and stamina	PMP 17-1 Develops Perception & Balance <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
Use a variety of materials and equipment in gross motor activities	PMP 17-5 Develops Large Motor Coordination Skills <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
Stand: Small Muscle Development and Coordination	
Construct: Fine motor skills	
Continue to develop small muscle control and coordination (E.g. 4-year-old Emily uses her index finger and her thumb to form the clay into animal like shapes.)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Demonstrate greater dexterity with a variety of tools such as eating utensils, crayons, keyboards, paint brushes, and scissors	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <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: Nutrition	
Construct: Nutrition	
Recognize and eat a variety of nutritious foods	PMP 20-1 Learns about Nutrition <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

When asked, are able to name nutritious alternatives	PMP 20-1 Learns about Nutrition <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
Strand: Basic Safety	
Construct: Basic safety	
Follow basic health and safety rules with some reminders and/or guidance from adults (E.g. 5-year-old Miles stops at the curb while on a walk with his mother. He looks both ways, holds his mom's hand, and then crosses the street at the crosswalk.)	PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
Strand: Self-care	
Construct: Self-care	
Demonstrate increasing independence with basic health care skills, if culturally appropriate (E.g. 4-year-old Saygan blows his nose using a tissue and then goes to the sink to wash his hands with soap and water.)	PMP 19-2 Develops Self-Care Skills <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

Creative Expression and Aesthetic Appreciation	
Strand: Explorations and Creation of Artistic Works	
Construct: Invention and imagination	
Act out elaborate pretend play scenarios with objects, create representational and abstract art, and play with musical instruments individually and with peers	CCA 21-4 Participates in Dramatic Play <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
Construct: Curiosity and interest	
Show interest in learning new skills related to art, music, dance, and drama (E.g. Doug asks his teacher to show him how to play more chords on the guitar.)	CCA 21-1 Explores Art Media <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
Participate in experiences in art, music, creative movement, drama, and dance	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
	CCA 21-3 Explores Movement and Dance <u>Pre-K:</u> Begins to show individual expression in creative movement activities
Construct: Confidence	
Display or perform for others and/or talk about what they have made or done	SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Show an interest in participating in group performances, but may become anxious and choose not to participate	SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics

Strand: Appreciation of and Response to the Creations of Others and the Natural World	
Construct: Awareness and attention	
Discuss and evaluate the music, art, drama, dance, and natural phenomena they have witnessed	CCA 21-1 Explores Art Media <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
Construct: Sense of joy and wonder	
Show interest and respect for the creative work of self and others, and share experiences and ideas about art and creative expression	CCA 21-1 Explores Art Media <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

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