

# 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 York State Early Learning Guidelines**  
**Birth to Five**

References



New York State Early Childhood Advisory Council and Council on Children and Families. (2012). *New York state early learning guidelines*. Rensselaer, NY: Author. Retrieved from <http://www.ccf.ny.gov/files/7813/8177/1285/ELG.pdf>

<b>New York State Early Learning Guidelines Birth to Five</b>	<b>Vine Assessments by LifeCubby</b>
<b>Physical Well-Being, Health, and Motor Development</b>	<b>Vine Indicators</b>
<b>A. Gross Motor Skills</b>	
Birth to 18 months	
1. Lifts head and chest while on tummy	<b>PMP 17-1 Develops Perception &amp; Balance</b>
2. Supports upper body with arms while lying on tummy	<b>PMP 17-1 Develops Perception &amp; Balance</b>
3. Gains control of arm and leg movements	<b>PMP 17-1 Develops Perception &amp; Balance</b>
4. Rolls over (front to back, back to front)	<b>PMP 17-2 Develops Lower Body Strength</b>
5. Pounds on things with hands and kicks legs	<b>PMP 17-3 Develops Upper Body Strength</b>
6. Sits with support	<b>PMP 17-1 Develops Perception &amp; Balance</b>
7. Rocks back and forth on hands and knees and, later, crawls	<b>PMP 17-2 Develops Lower Body Strength</b>
8. Sits without support	<b>PMP 17-1 Develops Perception &amp; Balance</b>
9. Pulls self up to stand, holding onto something or someone	<b>PMP 17-3 Develops Upper Body Strength</b>
10. Stands independently	<b>PMP 17-2 Develops Lower Body Strength</b>
11. Walks holding onto furniture	<b>PMP 17-2 Develops Lower Body Strength</b>
12. Walks	<b>PMP 17-2 Develops Lower Body Strength</b>
13. Stoops or squats to explore things on the ground	<b>PMP 17-1 Develops Perception &amp; Balance</b>
14. Tries to climb stairs, with assistance	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
18 to 36 months	
1. Carries toys or objects while walking	<b>PMP 17-3 Develops Upper Body Strength</b>
2. Walks and runs with skill, changing both speed and direction	<b>PMP 17-2 Develops Lower Body Strength</b>
3. Walks backwards	<b>PMP 17-2 Develops Lower Body Strength</b>
4. Climbs both in and out of bed or onto a steady adult chair	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
5. Pounds object with intent and precision (e.g., hammers peg with accuracy)	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
6. Jumps in place	<b>PMP 17-2 Develops Lower Body Strength</b>
7. Has a basic ability to kick and throw a ball	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
8. Balances on one foot briefly	<b>PMP 17-1 Develops Perception &amp; Balance</b>
9. Bends over easily without falling	<b>PMP 17-1 Develops Perception &amp; Balance</b>
10. Walks in a straight line	<b>PMP 17-2 Develops Lower Body Strength</b>
11. Walks downstairs placing both feet on each step; walks upstairs alternating feet with support/holding handrail	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>

12. Uses feet to push forward and backwards while riding a toy	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
13. Runs fairly well and negotiate stairs with alternating feet	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
14. Pedals appropriate sized tricycle	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
<b>36-60 months</b>	
1. Walks and runs and navigates obstacles and corners	<b>PMP 17-1 Develops Perception &amp; Balance</b>
2. Crawls through a play tunnel or under tables	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
3. Climbs on play equipment	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
4. Throws ball overhand with some accuracy	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
5. Catches large balls with two hands	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
6. Kicks ball forward	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
7. Hops forward on one foot without losing balance	<b>PMP 17-1 Develops Perception &amp; Balance</b>
8. Jumps on two feet and over small objects with balance and control	<b>PMP 17-1 Develops Perception &amp; Balance</b>
9. Gallops with skill	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
10. Pedals consistently when riding tricycle and navigates obstacles and corners	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
11. Walks up and down stairs, using alternating feet, without support	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
12. Walks backwards and runs with enough control for sudden stops	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
<b>B. Fine Motor Skills</b>	
<b>Birth to 18 months</b>	
1. Grasps caregivers' fingers	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
2. Plays with own feet/toes and discovers hands	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
3. Consistently reaches for toys, objects, and bottles with both hands	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
4. Mimics hand clapping or a good-bye wave	<b>SED 5-2 Learns from Adults</b>
5. Hand-to-mouth movements show increasing coordination with self-feeding if culturally appropriate	<b>PMP 19-1 Develops Meal Time Independence</b>
6. Transfers small objects from hand to hand	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
7. Puts objects in and empties objects out from containers	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
8. Picks up object with thumb and forefinger	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>

9. Turns pages of large books, often turning multiple pages at the same time	<b>LKS 8-1 Develops Early Literacy</b>
10. Makes marks on paper with whole arm movement while writing/using drawing implements (e.g., thick pencil, crayon, marker)	<b>LKS 9-1 Develops Emergent Writing</b>
<b>18 to 36 months</b>	
1. Turns book pages one page at a time, most of the time	<b>LKS 8-1 Develops Early Literacy</b>
2. Scribbles with crayons and begins to imitate marks (e.g., a circle)	<b>LKS 9-1 Develops Emergent Writing</b>
3. Folds blanket, cloth diaper, or paper, with assistance	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
4. Pours contents of one container into another container	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
5. Opens doors, with assistance, by turning and pulling doorknobs	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
6. Uses some eating utensils if culturally appropriate	<b>PMP 19-1 Develops Meal Time Independence</b>
7. Works simple "insert" puzzles (e.g., completes simple puzzle, uses shape sorter box)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
8. Unscrews small lids	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
9. Begins to dress and undress oneself	<b>PMP 19-2 Develops Self-Care Skills</b>
10. Stacks, sorts, and strings items	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>36 to 60 months</b>	
1. Eats with utensils	<b>PMP 19-1 Develops Meal Time Independence</b>
2. Uses various drawing and art materials (e.g., crayons, brushes, finger paint)	<b>LKS 9-1 Develops Emergent Writing</b>
3. Copies shapes and geometric designs	<b>LKS 9-1 Develops Emergent Writing</b>
4. Opens and closes blunt scissors with one hand	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
5. Cutting skills progress from inaccurate cutting to proper grasp with some degree of accuracy	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
6. Manipulates small objects with ease (e.g., strings beads, fits small objects into holes)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
7. Dresses and undresses self-managing buttons and/or zippers	<b>PMP 19-2 Develops Self-Care Skills</b>
8. Uses stapler or paper punch	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
9. Completes increasingly complex puzzles (e.g., 3-piece to 10-piece puzzles)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>

10. Writes some recognizable letters or numbers	<b>LKS 9-1 Develops Emergent Writing</b>
<b>C. Sensorimotor Skills</b>	
<b>Birth to 18 months</b>	
1. Sucks smoothly from nipple (breast or bottle)	<b>PMP 19-1 Develops Meal Time Independence</b>
2. Responds by turning toward sound and touch	<b>LC 7-1 Develops Receptive Communication</b>
3. Focuses eyes on near and far objects	<b>PMP 17-1 Develops Perception &amp; Balance</b>
4. Explores the environment with mouth and hands	<b>CS 13-1 Explores Objects</b>
5. Moves objects from one hand to the other	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
6. Coordinates eye and hand movements (e.g., puts objects into large container)	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
7. Explores and responds to different surface textures (e.g., hard tables, soft cushions)	<b>CS 13-1 Explores Objects</b>
8. Begins to eat table food	<b>PMP 19-1 Develops Meal Time Independence</b>
<b>18 to 36 months</b>	
1. Performs basic creative movements, with adult guidance or alone (e.g., dances to music or rhythm)	<b>CCA 21-3 Explores Movement and Dance</b>
2. Eats foods that require more chewing	<b>PMP 19-1 Develops Meal Time Independence</b>
3. Demonstrates awareness of own body in space (e.g., walks around table without bumping into it)	<b>PMP 17-1 Develops Perception &amp; Balance</b>
4. Exhibits eye-hand coordination (e.g., builds with blocks, completes simple puzzles, or strings large beads)	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
5. Enjoys climbing, walking up inclines, sliding, and swinging	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
6. Plays with materials of different textures (e.g., sand, water, leaves)	<b>CS 13-1 Explores Objects</b>
<b>36 to 60 months</b>	
1. Physically reacts appropriately to the environment (e.g., bends knees to soften landing, moves quickly to avoid obstacles)	<b>PMP 17-1 Develops Perception &amp; Balance</b>
2. Demonstrates concepts through movement (e.g., imitates an animal through movement, sounds, dress, and dramatization)	<b>CCA 21-4 Participates in Dramatic Play</b>
3. Improves eye-hand coordination (e.g., catches a bounced ball)	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
4. Enjoys pushing objects, climbing short ladders, swinging on a swing, and sliding	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>

<b>D. Physical Fitness: Daily Activities</b>	
Birth to 18 months	
1. Shows alertness during waking periods	<b>ATL 1-1 Is Attentive</b>
2. Sustains structured physical activity for at least three to five minutes at a time	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
3. Initiates active play, exploring and interacting with environment	<b>ATL 1-4 Is Curious</b>
18 to 36 months	
1. Participates actively in games, outdoor play, and other forms of exercise	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
2. Runs spontaneously across the room or yard	<b>PMP 17-2 Develops Lower Body Strength</b>
3. Engages in unstructured physical activities for at least 60 minutes (cumulatively), and up to several hours each day	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
4. Sustains moderate to vigorous physical activity for at least 10 minutes at a time, for at least 30 minutes each day	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
5. Sleeps well, awaking rested and ready for daily activities	<b>PMP 19-4 Develops Naptime Independence</b>
36 to 60 months	
1. Carries light objects or backpack for a short distance	<b>PMP 17-3 Develops Upper Body Strength</b>
2. Repetitively practices new skills	<b>ATL 1-3 Is Persistent</b>
3. Engages in at least 60 minutes, and up to several hours, daily of unstructured physical activity	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
4. Engages in organized physical activities for a total of at least 60 minutes each day, sustaining physical activity for at least 15 minutes at a time	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
5. Stays awake except during nap time	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
<b>E. Physical Fitness: Variety and Well-Being</b>	
Birth to 18 months	
1. Attempts new gross and fine motor activities, often with assistance	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
2. Child explores environment with body	<b>PMP 17-1 Develops Perception &amp; Balance</b>
3. Child exhibits comfort in the outdoors	<b>CS 15-1 Explores the Natural Environment</b>
4. Child responds to environmental cues to relax and rest	<b>PMP 19-4 Develops Naptime Independence</b>
18 to 36 months	

1. Attempts new activities that require physical movement, without adult assistance	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
2. Participates actively in games, dance, outdoor play, and other forms of exercise	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
3. Takes appropriate risk with body in space	<b>ATL 1-5 Shows Initiative</b>
4. Selects active activity over passive activity a portion of the time	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
5. Helps with appropriate physical chores (e.g., clearing own space at meals, cleaning up toys, washing dramatic play dishes periodically)	<b>ATL 2-2 Shows Responsibility</b> <b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
<b>36 to 60 months</b>	
1. Participates in different physical activities (e.g., walking, climbing, throwing, dancing) with enthusiasm	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
2. Incorporates various physical activities while transitioning from one place to another (e.g., marches between the kitchen and the bathroom)	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
3. Participates in group activities involving physical activity (e.g., makes a large letter with a thick rope on the floor)	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
<b>F. Daily Living Skills</b>	
<b>Birth to 18 months</b>	
1. Indicates anticipation of feeding on seeing breast, bottle, or food	<b>ATL 2-1 Understands Routines</b>
2. Assists caregiver with holding bottle, later grasps a cup, then eats with fingers	<b>PMP 19-1 Develops Meal Time Independence</b>
3. Demonstrates increasing ability to self-soothe	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
4. Removes loose clothing (e.g., socks, hats, mittens)	<b>PMP 19-2 Develops Self-Care Skills</b>
5. Assists with undressing, dressing, and diapering	<b>PMP 19-2 Develops Self-Care Skills</b>
6. Assists with hand washing and tooth brushing as soon as first tooth appears	<b>PMP 19-2 Develops Self-Care Skills</b>
7. Participates increasingly in sleeping routines such as gathering blanket and removing shoes	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>18 to 36 months</b>	
1. Feeds self with appropriate utensil (e.g., spoon, chopsticks), without assistance	<b>PMP 19-1 Develops Meal Time Independence</b>
2. Participates in putting on shoes and socks	<b>PMP 19-2 Develops Self-Care Skills</b>

3. Dresses and undresses completely, with assistance	<b>PMP 19-2 Develops Self-Care Skills</b>
4. Uses personal care objects correctly and regularly, sometimes with assistance (e.g., drinks from open cup, brushes hair, brushes teeth)	<b>PMP 19-2 Develops Self-Care Skills</b>
5. Participates in sleeping routines such as getting and arranging his/her naptime comfort items	<b>PMP 19-4 Develops Naptime Independence</b>
<b>36 to 60 months</b>	
1. Feeds self with proper utensils, without assistance	<b>PMP 19-1 Develops Meal Time Independence</b>
2. Gets drink of water from tap, without assistance	<b>PMP 19-1 Develops Meal Time Independence</b>
3. Dresses and undresses, with minimal help	<b>PMP 19-2 Develops Self-Care Skills</b>
4. Chooses own clothes to wear, when asked	<b>PMP 19-2 Develops Self-Care Skills</b>
5. Puts shoes on, without assistance	<b>PMP 19-2 Develops Self-Care Skills</b>
6. Decides, with few prompts, when to carry out self-help tasks (e.g., to wash hands when dirty and before meals)	<b>PMP 19-2 Develops Self-Care Skills</b>
7. Participates in helping others with personal care routines	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>G. Daily Living Skills: Hygiene</b>	
<b>Birth to 18 months</b>	
1. Responds to vocalizations during diaper changing routines	<b>PMP 19-2 Develops Self-Care Skills</b>
2. Washes and dries hands, with assistance	<b>PMP 19-2 Develops Self-Care Skills</b>
3. Begins to brush gums and teeth with assistance	<b>PMP 19-2 Develops Self-Care Skills</b>
4. Demonstrates a beginning understanding of basic hygiene steps when prompted by caregiver (crawling to the changing table, bringing a new diaper)	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>18 to 36 months</b>	
1. Uses tissue to wipe nose, with assistance	<b>PMP 19-2 Develops Self-Care Skills</b>
2. Indicates wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted	<b>PMP 19-3 Becomes Toilet Trained</b>
3. Shows interest in toilet training and may use toilet regularly with assistance	<b>PMP 19-3 Becomes Toilet Trained</b>
4. Washes and dries hands at appropriate times, with minimal assistance (e.g., after	<b>PMP 19-2 Develops Self-Care Skills</b>



diapering/ toileting, before meals, after blowing nose)	
5. Communicates with caregiver when not feeling well	<b>SED 5-1 Bonds with Adults</b>
6. Cooperates and assists caregiver with tooth brushing	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>36 to 60 months</b>	
1. Uses tissue to wipe own nose and throws tissue in wastebasket	<b>PMP 19-2 Develops Self-Care Skills</b>
2. Takes care of own toileting needs and asks for assistance when needed	<b>PMP 19-3 Becomes Toilet Trained</b>
3. Washes and dries hands before eating and after toileting, without assistance	<b>PMP 19-2 Develops Self-Care Skills</b>
4. Cooperates and assists caregiver with tooth brushing	<b>PMP 19-2 Develops Self-Care Skills</b>
5. Identifies health products (e.g., shampoo, toothpaste, soap)	<b>PMP 19-2 Develops Self-Care Skills</b>
6. Covers mouth when coughing	<b>PMP 19-2 Develops Self-Care Skills</b>
7. Recognizes and communicates when experiencing symptoms of illness	<b>PMP 19-2 Develops Self-Care Skills</b>
8. Understands the need for and participates in care for acute and chronic illness	<b>PMP 19-2 Develops Self-Care Skills</b>
<b>H. Nutrition</b>	
<b>Birth to 18 months</b>	
1. Demonstrates hunger clearly	<b>PMP 19-1 Develops Meal Time Independence</b>
2. Regulates the speed and intensity with which he/she eats	<b>PMP 19-1 Develops Meal Time Independence</b>
3. Consumes a variety of nutritious foods from all food groups	<b>PMP 20-1 Learns about Nutrition</b>
4. Explores food with fingers	<b>PMP 20-1 Learns about Nutrition</b>
5. Tries new foods when offered	<b>PMP 20-1 Learns about Nutrition</b>
<b>18 to 36 months</b>	
1. Begins to recognize and eat a variety of nutritious foods	<b>PMP 20-1 Learns about Nutrition</b>
2. Distinguishes between food and non-food items	<b>PMP 20-1 Learns about Nutrition</b>
3. Participates in preparing nutritious snacks	<b>PMP 20-1 Learns about Nutrition</b>
<b>36 to 60 months</b>	
1. Participates in preparing nutritious meals	<b>PMP 20-1 Learns about Nutrition</b>
2. Chooses to eat foods that are better for the body than others, with assistance	<b>PMP 20-1 Learns about Nutrition</b>

3. Passes food at the table and takes appropriate sized portions, or other culturally-specific family serving style	<b>PMP 19-1 Develops Meal Time Independence</b>
<b>I. Safe Practices</b>	
Birth to 18 months	
1. Responds to cues from caregivers about warnings of danger	<b>PMP 20-2 Learns Safety Rules</b>
2. Shows recognition of the difference between primary caregivers and strangers	<b>SED 5-1 Bonds with Adults</b>
3. Reacts when caregiver says “no” but may need assistance to stop unsafe behavior	<b>PMP 20-2 Learns Safety Rules</b>
18 to 36 months	
1. Begins to avoid dangers (e.g., hot stoves, sharp knives) but cannot be relied upon to keep self safe	<b>PMP 20-2 Learns Safety Rules</b>
2. Knows to hold caregiver’s hand when walking in public places but may resist doing so	<b>PMP 20-2 Learns Safety Rules</b>
3. Tells adult when someone hurts him/her or makes him/her feel bad	<b>PMP 20-2 Learns Safety Rules</b>
36 to 60 months	
1. Communicates to peers and adults when sees dangerous behaviors (e.g., throwing rocks on the playground)	<b>PMP 20-2 Learns Safety Rules</b>
2. Carries scissors and pencils with points down to avoid accidents	<b>PMP 20-2 Learns Safety Rules</b>
3. Looks both ways before crossing street or road, and knows to cross with adult assistance	<b>PMP 20-2 Learns Safety Rules</b>
4. Recognizes danger and poison symbols and avoids those objects or areas	<b>PMP 20-2 Learns Safety Rules</b>
5. Does not touch or take medicine without adult assistance but knows that medicine can improve health when used properly	<b>PMP 20-2 Learns Safety Rules</b>
6. Understands the difference between “safe touch” and “unsafe touch”	<b>PMP 20-2 Learns Safety Rules</b>
<b>J. Rules and Self-Regulation</b>	
Birth to 18 months	
1. Can be distracted from unsafe behavior with words, physical prompts, or signal from adult but requires constant supervision and guidance (e.g., stops unsafe activity when told “stop”)	<b>ATL 2-2 Shows Responsibility</b>
2. Follows some consistently set rules and routines	<b>ATL 2-1 Understands Routines</b>

18 to 36 months	
1. Displays recognition of the rules, though may not always follow them	<b>ATL 2-2 Shows Responsibility</b>
2. May pay attention to safety instructions, with assistance, but may choose not to cooperate.	<b>PMP 20-2 Learns Safety Rules</b>
36 to 60 months	
1. Understands and anticipates the consequences of not following rules	<b>ATL 2-2 Shows Responsibility</b>
2. Identifies safety signs posted around the classroom and home	<b>PMP 20-2 Learns Safety Rules</b>
3. Follows emergency drill instruction (e.g., fire, tornado, earthquake, tsunami, bomb)	<b>PMP 20-2 Learns Safety Rules</b>
4. Follows basic safety rules, with assistance (e.g., bus, bicycle, playground, crossing street, stranger awareness)	<b>PMP 20-2 Learns Safety Rules</b>
5. Initiates getting buckled into age- and weight-appropriate car safety seat in vehicles	<b>PMP 20-2 Learns Safety Rules</b>
6. Puts on or asks for helmet before riding a bicycle or other wheeled toy	<b>PMP 20-2 Learns Safety Rules</b>

<b>Social and Emotional Development</b>	
<b>A. Interactions with Adults</b>	
Birth to 18 months	
1. Quiets when comforted, especially by familiar adult, most of the time	<b>SED 5-1 Bonds with Adults</b>
2. Shows preference for regular care provider	<b>SED 5-1 Bonds with Adults</b>
3. Initiates and maintains interactions with caregivers (e.g., smiles, gestures, verbal)	<b>SED 5-1 Bonds with Adults</b>
4. Imitates familiar adults' gestures and sounds	<b>SED 5-2 Learns from Adults</b>
5. Shows affection for adults through facial expressions and gestures	<b>SED 5-1 Bonds with Adults</b>
6. Explores environment with guidance	<b>ATL 1-4 Is Curious</b>
7. Distinguishes between familiar and unfamiliar adults (e.g., prefers comfort from familiar adult)	<b>SED 5-1 Bonds with Adults</b>
8. Exhibits separation anxiety by clinging to caregiver in the presence of strangers	<b>SED 5-1 Bonds with Adults</b>
18 to 36 months	
1. Establishes an attachment or bond with a consistent adult other than the primary caregiver	<b>SED 5-1 Bonds with Adults</b>

2. Demonstrates feeling safe with significant adults by seeking them when uncomfortable or when sick, tired, or in a dangerous situation	<b>SED 5-1 Bonds with Adults</b>
3. Imitates adult activities (e.g., pretends to cook, "reads" next to adult who is reading)	<b>SED 5-2 Learns from Adults</b>
4. Initiates interactions and play with adults	<b>SED 5-1 Bonds with Adults</b>
5. Responds to adults' verbal greetings	<b>SED 5-1 Bonds with Adults</b>
6. Communicates with adults about recent activities	<b>SED 5-1 Bonds with Adults</b>
7. Labels feelings	<b>SED 3-1 Expresses Emotion</b>
8. Shows awareness of others' feelings	<b>SED 6-1 Builds Empathy</b>
9. May show extreme discomfort with separation or new situations when familiar caregiver is not present – by protesting loudly (crying) or by withdrawing completely (refusing to participate)	<b>SED 5-1 Bonds with Adults</b>
10. May need to have a special blanket, stuffed animal or toy for comfort	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
<b>36 to 60 months</b>	
1. Separates with assistance from significant adults and transitions to program	<b>SED 5-1 Bonds with Adults</b>
2. Expresses affection for significant adults	<b>SED 5-1 Bonds with Adults</b>
3. Approaches adults for assistance and offers to assist adults	<b>SED 5-1 Bonds with Adults</b>
4. Carries out actions to please adults at times	<b>SED 5-1 Bonds with Adults</b>
5. Expresses feelings about adults (e.g., "I love Auntie")	<b>SED 5-1 Bonds with Adults</b>
<b>B. Interactions with Adults: Children Seek Assistance from Adults</b>	
<b>Birth to 18 months</b>	
1. Cries, makes sounds, or uses body movements to signal caregiver for assistance, attention, or need for comfort	<b>SED 5-1 Bonds with Adults</b>
2. Looks for caregivers' response in uncertain situations	<b>SED 5-1 Bonds with Adults</b>
3. Tests caregiver responses to own behavior (e.g., reaches for a forbidden object and looks at caregiver to check response)	<b>SED 5-1 Bonds with Adults</b>
4. Looks to adult for indication of appropriate and inappropriate behavior	<b>SED 5-1 Bonds with Adults</b>

5. Seeks out familiar adult when uncomfortable	<b>SED 5-1 Bonds with Adults</b>
18 to 36 months	
1. Seeks adult assistance with challenges but may become angry when the help is given	<b>SED 5-2 Learns from Adults</b>
2. Begins to make sense of their ability and understanding of their environment by experimenting	<b>ATL 1-4 Is Curious</b>
3. Periodically checks with caregiver for help or reassurance when playing by self or with peers	<b>SED 5-1 Bonds with Adults</b>
4. Responds to guidance most of the time	<b>ATL 2-2 Shows Responsibility</b>
5. Starts activity after a caregiver makes suggestions, sometimes (e.g., uses adult's suggestions to find missing pieces to a toy or items needed for an art activity)	<b>SED 5-1 Bonds with Adults</b>
6. May begin to follow basic safety guidelines and requirements but may not consistently do so (e.g., "Hot – don't touch.")	<b>PMP 20-2 Learns Safety Rules</b>
36 to 60 months	
1. Recognizes that adults have more experience and, therefore, can provide assistance	<b>SED 5-2 Learns from Adults</b>
2. Asks questions of adults frequently to obtain information	<b>SED 5-2 Learns from Adults</b>
3. Follows caregivers' guidelines for appropriate behavior in different environments	<b>SED 5-2 Learns from Adults</b>
4. Brings simple problem situations to adults' attention	<b>SED 5-2 Learns from Adults</b>
5. Continues to need adult comfort and reassurance but may be less open in seeking and accepting it	<b>SED 5-1 Bonds with Adults</b>
<b>C. Interaction with Peers</b>	
Birth to 18 months	
1. Smiles spontaneously at other children	<b>SED 6-2 Bonds with Peers</b>
2. Shows enjoyment in interactions with other children, as expressed in gestures, facial expressions, and vocalizations	<b>SED 6-2 Bonds with Peers</b>
3. Shows interest in other children by watching them and tracking their behavior	<b>SED 6-2 Bonds with Peers</b>
18 to 36 months	
1. Plays side-by-side with another child, at times	<b>SED 6-2 Bonds with Peers</b>

2. Observes and imitates another child's behavior or activity	<b>SED 6-2 Bonds with Peers</b>
3. Initiates social interaction with peers	<b>SED 6-2 Bonds with Peers</b>
4. Shows enthusiasm about the company of other children	<b>SED 6-2 Bonds with Peers</b>
5. Spontaneously shows preference for familiar playmates	<b>SED 6-2 Bonds with Peers</b>
<b>36 to 60 months</b>	
1. Shows enjoyment in playing with other children	<b>SED 6-2 Bonds with Peers</b>
2. May elect to entertain oneself for sustained periods of time	<b>SED 6-2 Bonds with Peers</b>
3. Initiates an activity with another child	<b>SED 6-2 Bonds with Peers</b>
4. Separates willingly from adults to play with friends, most of the time	<b>SED 6-2 Bonds with Peers</b>
5. Makes and maintains a friendship with at least one other child	<b>SED 6-2 Bonds with Peers</b>
<b>D. Interaction with Peers: Cooperation</b>	
<b>Birth to 18 months</b>	
1. Observes other children and imitates their sounds, actions, and motions	<b>SED 6-1 Builds Empathy</b>
2. Shows enjoyment in interaction with other children, as expressed in gestures, facial expressions, and vocalizations	<b>SED 6-2 Bonds with Peers</b>
3. Able to sustain play with caregiver (rolling a ball, peek-a-boo)	<b>SED 5-1 Bonds with Adults</b>
<b>18 to 36 months</b>	
1. Takes turns during play with peers, with considerable assistance	<b>SED 6-3 Cooperates with Peers</b>
2. Recognizes there is a conflict and requests adult assistance	<b>SED 6-3 Cooperates with Peers</b>
<b>36 to 60 months</b>	
1. Plays with other children without prompting, at times	<b>SED 6-3 Cooperates with Peers</b>
2. Cooperates with other children, with assistance	<b>SED 6-3 Cooperates with Peers</b>
3. Manages the use of materials and toys during play, with assistance	<b>SED 6-3 Cooperates with Peers</b>
4. Negotiates with peers (takes turns, plans play)	<b>SED 6-3 Cooperates with Peers</b>
5. Makes decisions with other children, with adult prompts as needed	<b>SED 6-3 Cooperates with Peers</b>
<b>E. Interaction with Peers: Negotiation</b>	
<b>Birth to 18 months</b>	
1. Elicits attention of adults	<b>SED 3-1 Expresses Emotion</b>

2. Communicates needs with vocalizations and gestures	<b>SED 3-1 Expresses Emotion</b>
3. Reaches out to touch other children or grabs their toys	<b>SED 6-2 Bonds with Peers</b>
4. Accepts adult intervention to negotiate disputes over toys	<b>ATL 2-2 Shows Responsibility</b>
<b>18 to 36 months</b>	
1. Uses adult help to take turns, including giving up and keeping toys and other objects	<b>ATL 2-2 Shows Responsibility</b>
2. Asserts ownership by saying "mine"	<b>ATL 1-5 Shows Initiative</b>
3. Communicates with other children to settle arguments, with assistance	<b>SED 6-3 Cooperates with Peers</b>
4. Indicates preferences and intentions by answering yes/no questions (e.g., "Are you done with that? Are you still using it? Can Javier use it now?")	<b>ATL 1-5 Shows Initiative</b>
<b>36 to 60 months</b>	
1. Understands concept of "mine" and "his/hers"	<b>SED 6-3 Cooperates with Peers</b>
2. Approaches other children positively	<b>SED 6-3 Cooperates with Peers</b>
3. Uses different turn-taking strategies (e.g., bartering, trading, and beginning to share)	<b>SED 6-3 Cooperates with Peers</b>
4. Uses simple strategies to solve problems, either individually or in a group (e.g., seeks assistance from an adult)	<b>SED 6-3 Cooperates with Peers</b>
5. Negotiates with other children to solve a problem, with assistance	<b>SED 6-3 Cooperates with Peers</b>
6. States a position with reasons (e.g., "I do not want to play right now because I am tired")	<b>ATL 1-5 Shows Initiative</b>
<b>F. Adaptive Social Behavior</b>	
<b>Birth to 18 months</b>	
1. Repeats actions many times to cause a desired effect (e.g., smiles because it make[s] caregivers smile and laugh)	<b>CS 14-2 Makes Predictions</b>
2. Recognizes that certain adult actions are associated with expected behavior (e.g., "When caregiver puts me in crib, I am supposed to go to sleep")	<b>ATL 2-1 Understands Routines</b>
3. Shows understanding that characters from books are associated with certain actions or behaviors (e.g., animal book and animal sounds)	<b>LKS 8-1 Develops Early Literacy</b>

4. Recognizes that inappropriate behavior will elicit reaction from adults	<b>ATL 2-2 Shows Responsibility</b>
5. Demonstrates interest in physically hurt or emotionally upset child or adult	<b>SED 6-1 Builds Empathy</b>
<b>18 to 36 months</b>	
1. Experiments with effects of own actions on objects and people	<b>CS 14-2 Makes Predictions</b>
2. Learns consequences of a specific behavior, begins to demonstrate appropriate responses to situations and behavior	<b>ATL 2-2 Shows Responsibility</b>
3. Recognizes that inappropriate behavior will elicit negative reaction from adults	<b>ATL 2-2 Shows Responsibility</b>
4. Begins to show empathy when someone is hurt or upset	<b>SED 6-1 Builds Empathy</b>
<b>36 to 60 months</b>	
1. Takes turns and shares with peers, with assistance	<b>SED 6-3 Cooperates with Peers</b>
2. Asks “why” questions to show effort at understanding effects of behavior (e.g., “If I do this, why does that happen?”)	<b>ATL 2-2 Shows Responsibility</b>
3. Demonstrates understanding of the consequences of own actions on others (e.g., “I gave Anna the toy and so she is playing with it now”)	<b>ATL 2-2 Shows Responsibility</b>
4. Describes other children’s positive, thoughtful, kind behaviors	<b>SED 6-1 Builds Empathy</b>
5. Shows empathy for physically hurt or emotionally upset child	<b>SED 6-1 Builds Empathy</b>
<b>G. Adaptive Social Behavior: Group Activities</b>	
<b>Birth to 18 months</b>	
1. Smiles at other children and adults	<b>SED 6-2 Bonds with Peers</b>
2. Reaches out to touch other children or grabs their toys	<b>SED 6-2 Bonds with Peers</b>
3. Expresses contentment or joy when with other children or when a familiar adult is present	<b>SED 6-2 Bonds with Peers</b>
4. Begins to participate in simple parallel play with other children	<b>SED 6-2 Bonds with Peers</b>
<b>18 to 36 months</b>	
1. Shows increasing enthusiasm about the company of others	<b>SED 6-2 Bonds with Peers</b>
2. Begins to share and take turns, with assistance	<b>SED 6-3 Cooperates with Peers</b>



3. Participates in loosely structured group games (e.g., chase, dramatic play)	<b>SED 6-3 Cooperates with Peers</b>
4. Follows familiar routines (e.g., meal time behavior)	<b>ATL 2-1 Understands Routines</b>
36 to 60 months	
1. Seeks out other children to play with	<b>SED 6-2 Bonds with Peers</b>
2. Notices and comments on who is absent from routine group settings (e.g., play groups)	<b>SED 6-2 Bonds with Peers</b>
3. Identifies self as member of a group (e.g., refers to our family, our school, our team, our culture)	<b>SED 4-1 Develops Awareness of Self</b>
4. Uses pretend play to explore, practice, and understand social roles	<b>CCA 21-4 Participates in Dramatic Play</b>
5. Joins a group of other children playing, with adult prompts as needed	<b>SED 6-2 Bonds with Peers</b>
6. May assign roles to other children during cooperative play	<b>SED 6-3 Cooperates with Peers</b>
<b>H. Adaptive Social Behavior: Diverse Settings</b>	
Birth to 18 months	
1. Actively observes surroundings	<b>ATL 1-4 Is Curious</b>
2. Demonstrates recognition of a new setting by changing behavior (e.g., looks to parent for guidance)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
3. Explores new settings with guidance from caregiver	<b>ATL 1-4 Is Curious</b>
4. Is at ease in familiar settings (e.g., classroom, motor room, playground)	<b>ATL 2-1 Understands Routines</b>
18 to 36 months	
1. Separates from primary caregiver in familiar settings outside the home environment	<b>ATL 1-5 Shows Initiative</b>
2. Explores and plays in a range of familiar settings	<b>ATL 1-4 Is Curious</b>
3. Asks questions or acts in other uncertain ways in unfamiliar settings and environments	<b>ATL 1-4 Is Curious</b>
4. Displays ease and comfort in a variety of places with familiar adults (e.g., home, store, car, playground)	<b>ATL 1-5 Shows Initiative</b>
36 to 60 months	
1. Explores objects and materials, and interacts with others in a variety of group settings	<b>ATL 1-4 Is Curious</b>

2. Successfully transitions from one activity/ setting to the next during the day, with guidance	<b>ATL 2-1 Understands Routines</b>
3. Adjusts behavior to different settings (e.g., home, library, playground)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>I. Adaptive Social Behavior: Empathy</b>	
Birth to 18 months	
1. Watches and observes adults and children	<b>SED 6-1 Builds Empathy</b>
2. Smiles when sees a smiling face	<b>SED 6-1 Builds Empathy</b>
3. Reacts when someone is crying or upset	<b>SED 6-1 Builds Empathy</b>
4. Explores environment with multiple senses	<b>ATL 1-4 Is Curious</b>
18 to 36 months	
1. Notices and may show concern for other children who are happy or sad or upset	<b>SED 6-1 Builds Empathy</b>
2. Demonstrates awareness of feelings during pretend play (e.g., soothes a crying doll)	<b>SED 6-1 Builds Empathy</b>
3. Names emotions of self and others (e.g., happy, sad)	<b>SED 3-1 Expresses Emotion</b>
4. Expresses interest and excitement about animals and other living things	<b>CS 15-1 Explores the Natural Environment</b>
36 to 60 months	
1. Notices and shows concern for peers' feelings	<b>SED 6-1 Builds Empathy</b>
2. Comforts peers when they are hurt or upset, with adult assistance	<b>SED 6-1 Builds Empathy</b>
3. Adopts a variety of roles and feelings during pretend play	<b>CCA 21-4 Participates in Dramatic Play</b>
4. Identifies and responds to the feelings and experiences of the characters in stories	<b>SED 6-1 Builds Empathy</b>
5. Expresses how another child might feel (e.g., "I think Tanya is sad because she is crying.")	<b>SED 6-1 Builds Empathy</b>
6. Cares for plants, flowers, and other living things, with guidance	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
7. Shows concern about fairness within peer group	<b>SED 6-1 Builds Empathy</b>
<b>J. Appreciating Diversity</b>	
Birth to 18 months	
1. Observes body parts and self in mirror	<b>SED 4-1 Develops Awareness of Self</b>
2. Focuses attention on others	<b>SED 6-2 Bonds with Peers</b>

3. Notices others' physical characteristics (e.g., pats others' hair)	<b>SED 6-2 Bonds with Peers</b>
4. Distinguishes primary caregivers from others	<b>SED 5-1 Bonds with Adults</b>
5. May initially react to and /or interact differently with others who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs	<b>SED 6-2 Bonds with Peers</b>
<b>18 to 36 months</b>	
1. Plays in the presence of other children	<b>SED 6-2 Bonds with Peers</b>
2. Asks simple questions about other children (e.g., "Where's Tommy?")	<b>SED 6-2 Bonds with Peers</b>
3. Notices differences, may ask why (e.g., in wheelchair, has glasses)	<b>SED 6-2 Bonds with Peers</b>
<b>36 to 60 months</b>	
1. Compares similarities or differences of others (e.g., height, hair color) in his/ her circle of contact	<b>SED 4-1 Develops Awareness of Self</b>
2. Develops awareness, knowledge, and appreciation of own gender and cultural identity	<b>SED 4-1 Develops Awareness of Self</b>
3. Identifies gender and other basic similarities and differences between self and others	<b>SED 4-1 Develops Awareness of Self</b>
4. Demonstrates understanding that different individuals have different abilities and information	<b>SS 16-1 Explores Cultures</b>
5. Includes other children in own activities who are of a different gender, ethnic background, who speak other languages, or who have special needs, with guidance	<b>SED 6-3 Cooperates with Peers</b>
6. Asks questions about others' families, ethnicity, language, cultural heritage, and differences in physical characteristics	<b>SS 16-1 Explores Cultures</b>
<b>K. Self-Concept</b>	
<b>Birth to 18 months</b>	
1. Signals caregivers for assistance, attention, or need for comfort	<b>LC 7-2 Develops Expressive Communication</b>
2. Explores own body (e.g., observes hands, reaches for toes)	<b>SED 4-1 Develops Awareness of Self</b>
3. Explores the face and other body parts of others (e.g., touches caregivers' ears, hair, hands)	<b>ATL 1-4 Is Curious</b>
4. Responds with gestures or vocalizations when name is spoken	<b>LC 7-1 Develops Receptive Communication</b>

5. Shows awareness of self in voice, mirror image, and body	<b>SED 4-1 Develops Awareness of Self</b>
6. Attempts to complete basic daily living tasks (e.g., eating, getting dressed)	<b>PMP 19-2 Develops Self-Care Skills</b>
18 to 36 months	
1. Tests limits and strives for independence	<b>ATL 1-5 Shows Initiative</b>
2. Recognizes and calls attention to self when looking in the mirror or at photographs	<b>SED 4-1 Develops Awareness of Self</b>
3. Identifies self and uses own name when asked (e.g., "I am a boy" "My name is Christina")	<b>SED 4-1 Develops Awareness of Self</b>
4. Shows awareness of being seen by others (e.g., exaggerates or repeats behavior when notices someone is watching)	<b>SED 4-1 Develops Awareness of Self</b>
5. Engages in individual activities/play for brief periods of time (e.g., 10 to 15 minutes)	<b>ATL 1-5 Shows Initiative</b>
6. Identifies objects as belonging to him or her	<b>SED 4-1 Develops Awareness of Self</b>
7. Shows pride in achievements/accomplishments	<b>SED 4-2 Becomes Confident</b>
36 to 60 months	
1. Describes self by gender, role, and abilities	<b>SED 4-1 Develops Awareness of Self</b>
2. Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in third person	<b>SED 4-1 Develops Awareness of Self</b>
3. Chooses individual activities (e.g., doing puzzles, painting)	<b>ATL 1-5 Shows Initiative</b>
4. Expresses self in different roles during pretend play	<b>CCA 21-4 Participates in Dramatic Play</b>
5. May talk to self and/or engage in conversation with imaginary playmates	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
6. Describes family members and begins to understand their relationship to one another	<b>SED 4-1 Develops Awareness of Self</b>
<b>L. Self-Concept: Abilities and Preferences</b>	
Birth to 18 months	
1. Shows preference for primary caregivers	<b>SED 5-1 Bonds with Adults</b>
2. Identifies familiar objects (e.g., bottle, blanket)	<b>ATL 1-2 Develops Memory</b>

3. Smiles at self in mirror	<b>SED 4-1 Develops Awareness of Self</b>
4. Notices and explores hands, eventually becoming aware that they are attached and that they can be controlled to do things	<b>ATL 1-2 Develops Memory</b>
5. Points or moves toward desired people or objects	<b>ATL 1-5 Shows Initiative</b>
6. Plays with one object more often than others	<b>ATL 1-5 Shows Initiative</b>
7. Repeats a motion or noise to replicate a result	<b>CS 14-1 Solves Problems</b>
8. Makes choices about what toys to play with	<b>ATL 1-5 Shows Initiative</b>
9. Protests when does not want to do something (e.g., arches back when doesn't want to sit in high chair)	<b>ATL 1-5 Shows Initiative</b>
10. Responds to requests for action (e.g., claps for the song)	<b>LC 7-1 Develops Receptive Communication</b>
11. Points to and may name at least two body parts when asked	<b>LC 7-4 Expands Vocabulary</b>
<b>18 to 36 months</b>	
1. Points to and names some of own body parts	<b>LC 7-4 Expands Vocabulary</b>
2. Makes choices (e.g., what clothes to wear)	<b>ATL 1-5 Shows Initiative</b>
3. Shows preference for favorite books, toys, and activities	<b>ATL 1-5 Shows Initiative</b>
4. Indicates preferences and intentions by answering yes/ no questions (e.g., "Are you done with that?" "Are you still using it?" "Can Joe use it now?")	<b>ATL 1-5 Shows Initiative</b>
<b>36 to 60 months</b>	
1. Describes own basic physical characteristics	<b>SED 4-1 Develops Awareness of Self</b>
2. Exerts will and preferences with actions and increasingly with language	<b>ATL 1-5 Shows Initiative</b>
3. Experiments with own abilities by trying new activities and testing limits	<b>SED 4-2 Becomes Confident</b>
4. Identifies feelings, likes, and dislikes, and begins to be able to explain why he/she has them	<b>SED 3-1 Expresses Emotion</b>
<b>M. Self-Efficacy</b>	
<b>Birth to 18 months</b>	
1. Repeats a sound or gesture that creates an effect (e.g., repeatedly shakes a rattle after discovering that it makes a sound)	<b>CS 14-1 Solves Problems</b>

2. Recognizes that adults respond to cues	<b>SED 3-1 Expresses Emotion</b>
3. Explores environment, at first in close contact with caregiver and then farther away from caregiver as child grows	<b>ATL 1-4 Is Curious</b>
4. Looks to caregiver when accomplishing new tasks (e.g., standing or walking)	<b>SED 4-2 Becomes Confident</b>
5. Gives objects or toys to others (e.g., picks up rock then reaches to give it to caregiver)	<b>SED 6-2 Bonds with Peers</b>
6. Smiles when succeeding in a task/activity	<b>SED 4-2 Becomes Confident</b>
<b>18 to 36 months</b>	
1. Wants to do things by him/her self	<b>ATL 1-5 Shows Initiative</b>
2. Recognizes own accomplishments	<b>SED 4-2 Becomes Confident</b>
3. Shows completed projects (e.g., drawing, pile of blocks) to caregiver	<b>SED 4-2 Becomes Confident</b>
4. Acts as though is capable of doing new tasks and activities (e.g., copies use of adult tools, tries to sweep the floor with an adult-sized broom)	<b>SED 4-2 Becomes Confident</b>
5. Seeks help after trying something new or challenging	<b>SED 4-2 Becomes Confident</b>
<b>36 to 60 months</b>	
1. Expresses delight with mastery of a skill (e.g., "I did it myself.")	<b>SED 4-2 Becomes Confident</b>
2. Asks others to view own creations (e.g., "Look at my picture.")	<b>SED 4-2 Becomes Confident</b>
3. Demonstrates confidence in own abilities (e.g., "I can climb to the top of the big slide!")	<b>SED 4-2 Becomes Confident</b>
4. Expresses own ideas and opinions	<b>SED 4-2 Becomes Confident</b>
5. Enjoys process of creating (e.g., drawing, painting, building)	<b>CCA 21-1 Explores Art Media</b>
<b>N. Self-Control</b>	
<b>Birth to 18 months</b>	
1. Develops increasing consistency in sleeping, waking, and eating patterns	<b>ATL 2-1 Understands Routines</b>
2. Engages in some regular behaviors (e.g., sings or babbles self to sleep, goes to high chair when hungry)	<b>ATL 2-1 Understands Routines</b>
3. Participates in routine interactions (e.g., quiets body when picked up; cooperates in dressing)	<b>ATL 2-1 Understands Routines</b>
4. Anticipates routine interactions (e.g., lifts arms toward caregiver to be picked up)	<b>ATL 2-1 Understands Routines</b>

5. Follows some consistently set rules and routines (e.g., chooses book after lunch for quiet time)	<b>ATL 2-1 Understands Routines</b>
6. Begins to assert self by resisting familiar caregiver requests with regard to rules	<b>ATL 1-5 Shows Initiative</b>
18 to 36 months	
1. Challenges limits and strives for independence	<b>ATL 1-5 Shows Initiative</b>
2. Anticipates and follows simple routines, with reminders and assistance (e.g., washes hands and helps set table at snack time, helps to pick up and put away blocks at clean-up time)	<b>ATL 2-1 Understands Routines</b>
3. Anticipates and follows simple rules, with reminders (e.g., expects to be buckled up when getting into car seat)	<b>ATL 2-2 Shows Responsibility</b>
4. Anticipates consequences for not following rules; but may not be able to overcome the impulse to exert own desire to not follow them	<b>ATL 2-2 Shows Responsibility</b>
36 to 60 months	
1. Participates in routine activities (e.g., meal time, snack time, naptime)	<b>ATL 2-1 Understands Routines</b>
2. Follows simple rules without reminders (e.g., handles toys with care)	<b>ATL 2-2 Shows Responsibility</b>
3. Demonstrates increasing ability to use materials purposefully, safely, and respectfully	<b>ATL 2-2 Shows Responsibility</b>
4. Adapts to changes in daily schedule	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
5. Predicts what comes next in the day, when there is an established and consistent schedule	<b>ATL 2-1 Understands Routines</b>
<b>O. Self-Control: Feelings and Impulses</b>	
Birth to 18 months	
1. Signals needs with sounds or motions (e.g., turns head and roots or cries when hungry or reaches for wanted object of comfort)	<b>SED 3-1 Expresses Emotion</b>
2. Relaxes or stops crying when comforted, especially by familiar adult (e.g., when swaddled or spoken to softly)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
3. Comforts self by clutching, sucking, or stroking when tired or stressed (e.g., calms while stroking or holding soft blanket)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>

4. Communicates need for support or help from adults (e.g., holds out arms when tired)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
18 to 36 months	
1. Names some emotions (e.g., happy, excited, sad, mad, tired, scared)	<b>SED 3-1 Expresses Emotion</b>
2. Increasingly seeks caregiver support and attention when feeling strong emotions	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
3. Begins to control impulses at times (e.g., says “No” when reaching for forbidden object; restrains self from stepping on a book on the floor)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
36 to 60 months	
1. Expresses strong emotions in appropriate ways, at times with assistance	<b>SED 3-1 Expresses Emotion</b>
2. Expresses ownership of feelings and desire to control self, with assistance	<b>SED 3-1 Expresses Emotion</b>
3. Calms self after having strong emotions, with guidance (e.g., goes to quiet area or requests favorite book to be read when upset)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
4. Waits for turn during group activities, sometimes	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
5. Sticks with difficult tasks and demonstrates increasing ability to deal with frustration	<b>ATL 1-3 Is Persistent</b>
<b>P. Emotional Expression</b>	
Birth to 18 months	
1. Cries, uses other vocalizations, facial expressions, or body language to express emotions and to get needs met	<b>SED 3-1 Expresses Emotion</b>
2. Responds to emotional cues and social situations (e.g., crying when other babies cry)	<b>SED 6-1 Builds Empathy</b>
3. Smiles, waves, or laughs in response to positive adult interaction	<b>SED 3-1 Expresses Emotion</b>
4. Frowns in response to discomfort or inability to do something	<b>SED 3-1 Expresses Emotion</b>
18 to 36 months	
1. Recognizes and expresses emotions towards familiar persons, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means	<b>SED 3-1 Expresses Emotion</b>



2. Names some emotions (e.g., happy, excited, sad, mad, tired, scared)	<b>SED 3-1 Expresses Emotion</b>
3. Begins to use play to express/act out emotions	<b>SED 3-1 Expresses Emotion</b>
36 to 60 months	
1. Names and talks about own emotions	<b>SED 3-1 Expresses Emotion</b>
2. Uses pretend play to understand and respond to emotions	<b>SED 3-1 Expresses Emotion</b>
3. Associates emotions with words and facial expressions	<b>SED 3-1 Expresses Emotion</b>
4. Uses humor to entertain and make others laugh	<b>SED 3-1 Expresses Emotion</b>

<b>Approaches to Learning</b>	
<b>A. Curiosity and Interest</b>	
Birth to 18 months	
1. Shows interest in people by changing behavior	<b>ATL 1-4 Is Curious</b>
2. Reacts to new voices or sounds by turning in the direction of sound, becoming more quiet or active, or changing facial expressions	<b>ATL 1-4 Is Curious</b>
3. Shows interest by exploring, manipulating, or staring at new objects in the environment	<b>ATL 1-4 Is Curious</b>
4. Uses all senses to explore the environment (e.g., reaching out to touch rain)	<b>ATL 1-4 Is Curious</b>
18 to 36 months	
1. Explores the immediate environment to find out what is there (e.g., asks about a new object he/ she finds, actively searches through collection of toys)	<b>ATL 1-4 Is Curious</b>
2. Shows interest in new and others' activities	<b>ATL 1-4 Is Curious</b>
3. Asks simple "wh" questions (e.g., why, what, where)	<b>ATL 1-4 Is Curious</b>
4. Asks about people in own environment	<b>ATL 1-4 Is Curious</b>
36 to 60 months	
1. Asks others for information (e.g., "What is that?" "Why is the moon round?")	<b>ATL 1-4 Is Curious</b>
2. Investigates and experiments with materials	<b>CS 13-1 Explores Objects</b>
3. Shows interest in how and why others do things	<b>ATL 1-4 Is Curious</b>

4. Uses “Why” to get information about how his/her world works	<b>ATL 1-4 Is Curious</b>
5. Develops personal interests (e.g., trains, farm animals)	<b>ATL 1-4 Is Curious</b>
<b>B. Initiative</b>	
Birth to 18 months	
1. Engages in and actively explores new surroundings	<b>ATL 1-4 Is Curious</b>
2. Engages familiar adults and children in interactions (e.g., smiling, approaching, not withdrawing)	<b>ATL 1-5 Shows Initiative</b>
3. Shows interest in wanting to perform self-help skills	<b>PMP 19-2 Develops Self-Care Skills</b>
4. Selects a book, toy, or item from several options	<b>ATL 1-5 Shows Initiative</b>
5. Shows likes and dislikes for activities, experiences, and interactions	<b>ATL 1-5 Shows Initiative</b>
18 to 36 months	
1. Tries new ways of doing things and begins to take some risks	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
2. Initiates play with others	<b>ATL 1-5 Shows Initiative</b>
3. Chooses one activity over another and pursues it for a brief period of time	<b>ATL 1-5 Shows Initiative</b>
4. Proposes an idea for how to spend time	<b>CS 14-3 Makes Plans</b>
5. Shows interest in wanting to take care of self (e.g., dressing)	<b>PMP 19-2 Develops Self-Care Skills</b>
6. Initiates activities at caregivers’ suggestions	<b>ATL 1-5 Shows Initiative</b>
7. Seeks and takes pleasure in new skills and experiences	<b>ATL 1-5 Shows Initiative</b>
36 to 60 months	
1. Asks others to join in play	<b>ATL 1-5 Shows Initiative</b>
2. Joins a play activity already in progress, with assistance	<b>ATL 1-5 Shows Initiative</b>
3. Selects new activities during play time (e.g., selects characters for dress-up)	<b>ATL 1-5 Shows Initiative</b>
4. Offers to help with chores (e.g., sweeping sand from the floor, helping clean up spilled juice)	<b>ATL 2-2 Shows Responsibility</b>
5. Finds and uses materials to follow through on an idea (e.g., blocks for building a tower)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
6. Makes decisions about what activity or materials to work with from selection offered	<b>ATL 1-5 Shows Initiative</b>
<b>C. Persistence and Attentiveness</b>	

<b>Birth to 18 months</b>	
1. Holds attention of caregiver (e.g., smiles, babbles, sustains eye-contact)	<b>ATL 1-1 Is Attentive</b>
2. Directs attention towards objects by reaching, grasping, or staring at them	<b>ATL 1-1 Is Attentive</b>
3. Examines a toy, rattle, or face for a brief period of time	<b>ATL 1-1 Is Attentive</b>
4. Repeats simple motions or activities (e.g., swats at mobile, consistently reaches for objects)	<b>ATL 1-3 Is Persistent</b>
5. Remembers where favorite items are stored	<b>ATL 1-2 Develops Memory</b>
6. Focuses on reader or story teller for brief periods of time	<b>ATL 1-1 Is Attentive</b>
7. Tries different ways of doing things	<b>ATL 1-3 Is Persistent</b>
<b>18 to 36 months</b>	
1. Wants to do favorite activities over and over again	<b>ATL 1-1 Is Attentive</b>
2. Completes simple projects (e.g., 3- to 5-piece puzzle)	<b>ATL 1-3 Is Persistent</b>
3. Continues to try a difficult task of interest for a brief period of time (e.g., builds a block structure for 3 to 5 minutes)	<b>ATL 1-3 Is Persistent</b>
4. Insists on some choices (e.g., what to wear, completing a project)	<b>ATL 1-3 Is Persistent</b>
5. Seeks assistance when encountering a problem	<b>ATL 1-3 Is Persistent</b>
6. Listens and participates in story time (e.g., turning pages of book)	<b>LKS 8-1 Develops Early Literacy</b>
<b>36 to 60 months</b>	
1. Focuses on tasks of interest to him/her	<b>ATL 1-1 Is Attentive</b>
2. Remains engaged in an activity for at least 5 to 10 minutes, at times	<b>ATL 1-1 Is Attentive</b>
3. Completes favorite tasks over and over again	<b>ATL 1-3 Is Persistent</b>
4. Persists in trying to complete a task after previous attempts have failed (e.g., complete a puzzle, build a tower)	<b>ATL 1-3 Is Persistent</b>
5. Uses at least two different strategies to solve a problem	<b>CS 14-1 Solves Problems</b>
6. Participates in meal time with few distractions	<b>ATL 1-1 Is Attentive</b>
<b>D. Creativity and Inventiveness</b>	
<b>Birth to 18 months</b>	
1. Inspects own hands and feet (e.g., by mouthing)	<b>SED 4-1 Develops Awareness of Self</b>

2. Mouths, shakes, bangs, drops, or throws objects	<b>CS 13-1 Explores Objects</b>
3. Imitates action observed in another situation (e.g., tries to stack blocks after watching another child stack blocks, bangs on surface after watching drumming at a cultural event)	<b>SED 5-2 Learns from Adults</b>
4. Uses items differently and creatively (e.g., a bucket is turned upside down to build a tower base or to be a pedestal)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>18 to 36 months</b>	
1. Invents new uses for everyday materials (e.g., bangs on pots and pans)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
2. Approaches tasks experimentally, adapting as the activity evolves (e.g., uses trial and error)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
3. Displays understanding of how objects work together (e.g., gets the dustpan when adult is sweeping the floor)	<b>CS 13-1 Explores Objects</b>
4. Enjoys opportunities for pretend play and creating things	<b>CCA 21-4 Participates in Dramatic Play</b>
5. Pretends and uses imagination during play	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>36 to 60 months</b>	
1. Invents new activities or games	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
2. Creates acceptable rules for group activities	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
3. Makes up words, songs, or stories	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
4. Expresses ideas through art, construction, movement, or music	<b>CCA 21-1 Explores Art Media</b>
5. Engages in extensive pretend play (e.g., plays "house" or "explorers")	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>E. Reflection and Interpretation</b>	
<b>Birth to 18 months</b>	
1. Tracks people and objects by moving head as they move	<b>PMP 17-1 Develops Perception &amp; Balance</b>
2. Behaves in consistent ways to elicit desired response (e.g., kicks a mobile)	<b>CS 14-2 Makes Predictions</b>
3. Plays games with primary caregiver that involve repetition (e.g., peek-a-boo)	<b>SED 5-2 Learns from Adults</b>
4. Experiments to see if similar objects will cause similar responses (e.g., shakes stuffed animal in the same way as a rattle to hear noise)	<b>CS 13-1 Explores Objects</b>
5. Displays recognition and excitement about game or toys from previous day	<b>ATL 1-2 Develops Memory</b>

6. Applies knowledge to new situations (e.g., bangs on bucket instead of drum)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
18 to 36 months	
1. Substitutes similar objects (e.g., stacks boxes like blocks)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
2. Realizes that behaviors can precede events (e.g., "If mom puts the pot on the stove, she is going to cook something to eat.")	<b>ATL 2-1 Understands Routines</b>
3. Alters behavior based on a past event and builds on it (e.g., "I did this and it didn't work, so I will do this instead.")	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
4. Relates an experience today to one that happened in the past (e.g., washing hands before meal time)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
36 to 60 months	
1. Tells others about events that happened in the past	<b>ATL 1-2 Develops Memory</b>
2. Represents things in environment with available materials, moving from simple to complex representations (e.g., recreates picture of a house, bridge, road with blocks)	<b>CCA 21-4 Participates in Dramatic Play</b>
3. Thinks out loud and talks through a situation	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
4. Works out problems mentally rather than through trial and error	<b>CS 14-1 Solves Problems</b>

<b>Cognition and General Knowledge</b>	
<b>A. Causation: Children demonstrate awareness of cause and effect</b>	
Birth to 18 months	
1. Looks for or orients toward a dropped object	<b>CS 14-2 Makes Predictions</b>
2. Uses sounds, gestures, and movements to impact the environment and interactions	<b>CS 14-2 Makes Predictions</b>
3. Acts on an object to make a pleasing sight, sound, or motion (e.g., kicks or swats mobile, continues to bat at object to repeat sound)	<b>CS 14-2 Makes Predictions</b>
4. Begins to demonstrate understanding of causality, repeats actions many times to cause desired effect	<b>CS 14-2 Makes Predictions</b>
18 to 36 months	

1. Experiments with effect of own actions on objects and people (e.g., building a tower and knocking it down)	<b>CS 14-2 Makes Predictions</b>
2. Observes others' actions to see the effect they will have on objects and people	<b>CS 14-2 Makes Predictions</b>
3. Knows playing with certain desirable or forbidden objects will get adults' attention	<b>CS 14-2 Makes Predictions</b>
4. Expresses beginning understanding of cause and effect (e.g., "It's quiet because you turned off the radio.")	<b>CS 14-2 Makes Predictions</b>
<b>36 to 60 months</b>	
1. Identifies objects that influence or affect other objects (e.g., "The food coloring makes the water blue.")	<b>CS 14-2 Makes Predictions</b>
2. Asks "why" questions to show effort at understanding causation (e.g., "If I do this, why does that happen?")	<b>CS 14-2 Makes Predictions</b>
3. Explains the effects that simple actions may have on objects (e.g., "It will be dark when you turn off the light.")	<b>CS 14-2 Makes Predictions</b>
4. Recognizes which element of an object causes the effect in simple relationships (e.g., the beads inside the box make the noise)	<b>CS 14-2 Makes Predictions</b>
<b>B. Critical and Analytic Thinking: Children compare, contrast, examine, and evaluate experiences, tasks, and events</b>	
<b>Birth to 18 months</b>	
1. Imitates others' actions, gestures, and sounds	<b>SED 5-2 Learns from Adults</b>
2. Explores objects in many different ways (e.g., mouthing, shaking, banging, throwing)	<b>CS 13-1 Explores Objects</b>
3. Observes others' activities and may attempt to imitate (e.g., wind arm on jack-inbox to make it open)	<b>SED 5-2 Learns from Adults</b>
4. When looking at picture of object (e.g., in book), may acknowledge same real object in environment	<b>LC 7-4 Expands Vocabulary</b>
<b>18 to 36 months</b>	
1. Imitates behavior seen in another place and time	<b>SED 5-2 Learns from Adults</b>
2. Notices and describes how items are the same or different (e.g., "This ball is	<b>CS 13-2 Classifies or Sorts Objects</b>

bigger than that one.” “My shirt is the same as Jane’s.”)	
3. Makes choices when given options (e.g., which toy to play with)	<b>ATL 1-5 Shows Initiative</b>
36 to 60 months	
1. Shows understanding of concepts of same and different	<b>CS 13-2 Classifies or Sorts Objects</b>
2. Recognizes and labels aspects of an event (e.g., long, fun)	<b>LC 7-4 Expands Vocabulary</b>
3. Compares experiences, with adult assistance (e.g., recalls and compares play times with different children)	<b>LC 7-2 Develops Expressive Communication ATL 1-2 Develops Memory</b>
4. Explains simple benefits and/ or drawbacks of choosing one course of action, with assistance	<b>ATL 1-5 Shows Initiative</b>
5. Organizes objects by more than one pre-selected characteristic (e.g., crayons and markers by color and type of implement)	<b>CS 13-2 Classifies or Sorts Objects</b>
6. Uses comparative words (e.g., “Now the music is faster.”)	<b>LC 7-4 Expands Vocabulary</b>
7. Uses actions or words to justify choices	<b>LC 7-2 Develops Expressive Communication</b>
<b>C. Critical and Analytic Thinking: Children use past knowledge to build new knowledge</b>	
Birth to 18 months	
1. Shakes stuffed animal or object in same way as rattle to hear noise	<b>CS 13-1 Explores Objects</b>
2. Demonstrates object permanence, understanding that at people or things exist even when out of view (e.g., continues to reach for toy that has been hidden under a blanket)	<b>ATL 1-2 Develops Memory</b>
3. Uses objects as intended (e.g., pushes buttons on plastic phone, drinks from cup)	<b>ATL 1-2 Develops Memory</b>
4. Understands how familiar objects are used in combination (e.g., spoon in bowl, socks on feet)	<b>ATL 1-2 Develops Memory</b>
18 to 36 months	
1. Generalizes ideas based on past experiences (e.g., watches caregiver blow on hot food before eating, then blows on food – hot or cold – at next meal)	<b>SED 5-2 Learns from Adults</b>
2. Connects objects and ideas (e.g., broom for sweeping; swimsuit for swimming)	<b>CCA 21-4 Participates in Dramatic Play</b>

3. Searches in several locations for a toy or object	<b>ATL 1-2 Develops Memory</b>
36 to 60 months	
1. Applies new information or vocabulary to an activity	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
2. Uses information gained through one modality and applies it to new context via another modality (e.g., tries to build a tower of blocks like the one seen in a book)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
3. Generates a strategy based on one learning event and extends it to a new learning opportunity (e.g., learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
4. Labels that a person's apparel is based on the weather outside (e.g., "Wearing a sweater means it is cold outside.")	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
<b>D. Problem-Solving: Children find multiple solutions to questions, tasks, problems, and challenges</b>	
Birth to 18 months	
1. Reaches for a toy or object that has rolled away	<b>CS 14-1 Solves Problems</b>
2. Seeks assistance from caregiver to solve a problem by using vocalizations, facial expressions, or gestures	<b>CS 14-1 Solves Problems</b>
3. Uses objects as a means to an end (e.g., uses a bucket to transport blocks from one room to another, uses spoon to reach for food)	<b>CS 14-1 Solves Problems</b>
18 to 36 months	
1. Uses active exploration and trial and error to solve problems (e.g., tries puzzle piece in several spots until finds correct place)	<b>CS 14-1 Solves Problems</b>
2. Tries several methods to solve a problem before asking for assistance	<b>CS 14-1 Solves Problems</b>
3. Communicates to request assistance	<b>LC 7-2 Develops Expressive Communication</b>
36 to 60 months	
1. Explores various ways to solve a problem and selects one option	<b>CS 14-1 Solves Problems</b>
2. Seeks assistance from another child or an adult to solve problems	<b>CS 14-1 Solves Problems</b>



3. Modifies actions based on new information and experiences (e.g., changes block structure when the tower continues to fall)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>E. Representational Thought: Children use symbols to represent objects</b>	
Birth to 18 months	
1. Engages in sustained gazing or tracking of object with eyes	<b>PMP 17-1 Develops Perception &amp; Balance</b>
2. Recognizes people, animals, or objects in pictures or photographs	<b>LC 7-4 Expands Vocabulary</b>
18 to 36 months	
1. Finds objects after they have been hidden nearby	<b>ATL 1-2 Develops Memory</b>
2. Draws or scribbles and explains what the drawing is	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
3. Experiments with new uses for familiar objects	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
4. Provides a simple description of a person or object that is not present (e.g., child barks when asked what noise the dog makes)	<b>LC 7-2 Develops Expressive Communication</b>
5. Reacts to mental images of objects or events (e.g., claps hands when told aunt/uncle is coming to visit)	<b>LC 7-4 Expands Vocabulary</b>
6. Identifies pictures of familiar objects correctly (e.g., chooses favorite book by cover)	<b>LC 7-4 Expands Vocabulary</b>
36 to 60 months	
1. Provides more complex description of a person or object that is not present (e.g., child describes that the dog is black, soft, and runs around; child gestures to show how big)	<b>LC 7-2 Develops Expressive Communication</b>
2. Uses symbols or pictures as representation for oral language	<b>LKS 9-1 Develops Emergent Writing</b>
3. Uses objects to represent real items in make-believe play	<b>CCA 21-4 Participates in Dramatic Play</b>
4. Recognizes objects, places, and ideas by symbols (e.g., recognizes which is the men's room and which is the women's room by looking at the stick figure symbols)	<b>LKS 8-3 Develops Emergent Reading</b>
<b>F. Representational Thought: Children distinguish between fantasy and reality</b>	
Birth to 18 months	

1. Makes animal sounds	<b>CCA 21-4 Participates in Dramatic Play</b>
2. Begins make-believe play (e.g., rocks or feeds a baby doll)	<b>CCA 21-4 Participates in Dramatic Play</b>
18 to 36 months	
1. Plays make-believe with props (e.g., dolls, animals, and people)	<b>CCA 21-4 Participates in Dramatic Play</b>
2. May have an imaginary friend	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
3. Reacts to people in costume as if they are the characters they portray; some children may react in a fearful way	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
4. Reacts to puppets as if they are real and not extensions of an adult or another child	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
36 to 60 months	
1. Takes on pretend roles and situations, using the appropriate language, tone, and movements (e.g., pretends to be a baby, crawling on the floor and making baby sounds)	<b>CCA 21-4 Participates in Dramatic Play</b>
2. Engages in complex make-believe play (e.g., theme-oriented play that involves multiple characters and settings)	<b>CCA 21-4 Participates in Dramatic Play</b>
3. Makes connections between characters in books or movies, with people in real-life	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
4. Questions if characters in books and movies are real or not	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>G. Number and Sense Operations: Children demonstrate knowledge of numbers and counting</b>	
Birth to 18 months	
1. Understands the concept of “more” in reference to food or play	<b>CM 11-1 Learns Measurement and Quantities</b>
2. Uses gestures to request “more”	<b>CM 11-1 Learns Measurement and Quantities</b>
3. Imitates rote counting using some names of numbers	<b>CM 10-1 Begins Counting</b>
18 to 36 months	
1. Counts to at least five from memory (e.g., recites, “one, two, three...”)	<b>CM 10-1 Begins Counting</b>
2. Imitates counting rhymes or songs (e.g., “Three Little Monkeys”)	<b>CM 10-1 Begins Counting</b>
3. Recognizes some quantities (e.g., sees 2 blocks and says “two”)	<b>CM 10-2 Builds and Observes Sets</b>
4. Begins to quantify and make comparisons of quantity (e.g., all, some, none, more, less)	<b>CM 10-2 Builds and Observes Sets</b>
36 to 60 months	

1. Names some numerals	<b>CM 10-1 Begins Counting</b>
2. Recognizes that a single object is “one” regardless of size, shape, or other attributes	<b>CM 10-1 Begins Counting</b>
3. Understands that numbers represent quantity (e.g., gets three apples out of the box)	<b>CM 11-1 Learns Measurement and Quantities</b>
4. Applies numbers and counting concepts to daily life (e.g., counts number of children who have raised their hand)	<b>CM 10-1 Begins Counting</b>
5. Differentiates some letters from numerals	<b>CM 10-4 Reads and Writes Numbers</b>
6. Recognizes, names, and writes some numerals	<b>CM 10-4 Reads and Writes Numbers</b>
7. Counts to at least 20 from memory	<b>CM 10-1 Begins Counting</b>
8. Counts at least five objects in one-to-one correspondence, without assistance (e.g., places one plate at each chair when setting table)	<b>CM 10-1 Begins Counting</b>
9. Increasing understanding of duration of time (e.g., “all the time,” “all day”)	<b>SS 16-2 Understands Time</b>
10. Begins to recognize and identify coins to count money (e.g., penny, nickel, dime, quarter)	<b>SS 16-5 Learns about Government and Economics</b>
11. Uses numbers to predict and make realistic guesses (e.g., “I think there are about 20 marbles in that jar.”)	<b>CM 10-2 Builds and Observes Sets</b>
12. Tells what number comes before or after a given number up to ten	<b>CM 10-1 Begins Counting</b>
<b>H. Measurement: Children demonstrate knowledge of size, volume, height, weight, and length</b>	
Birth to 18 months	
1. Plays with toys and objects with different sizes and shapes	<b>CM 11-1 Learns Measurement and Quantities</b>
2. Nests smaller object inside larger one (e.g., puts block in cup)	<b>CM 11-1 Learns Measurement and Quantities</b>
3. Orders a few objects by size, with assistance	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
18 to 36 months	
1. Uses size words, such as “many,” “big,” and “little,” appropriately	<b>CM 11-1 Learns Measurement and Quantities</b>
2. Fills and empties containers (e.g., with sand or water)	<b>CM 11-1 Learns Measurement and Quantities</b>

3. Compares the size of various everyday objects (e.g., puts different people's shoes side by side to see which is longest)	<b>CM 11-1 Learns Measurement and Quantities</b>
4. Identifies things that are big or small, heavy or light, and tall or short, with assistance	<b>CM 11-1 Learns Measurement and Quantities</b>
5. Looks at two objects and identifies which one is bigger or smaller	<b>CM 11-1 Learns Measurement and Quantities</b>
6. Explores measuring tools (e.g., measuring cup, ruler)	<b>CM 11-1 Learns Measurement and Quantities</b>
7. Nests up to five cups	<b>CM 11-1 Learns Measurement and Quantities</b>
36 to 60 months	
1. Uses activities that explore and develop vocabulary for length and weight	<b>CM 11-1 Learns Measurement and Quantities</b>
2. Uses measuring tools in play activities (e.g., measuring tape, measuring cups)	<b>CM 11-1 Learns Measurement and Quantities</b>
3. Estimates size (e.g., "I'm as tall as the yellow bookshelf.")	<b>CM 11-1 Learns Measurement and Quantities</b>
4. Labels objects using size words	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>I. Properties of Ordering: Children identify and label shapes</b>	
Birth to 18 months	
1. Plays with shape toys, though often does not match correctly (e.g., the round beanbag goes in the round hole; the square beanbag goes in the square hole)	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
18 to 36 months	
1. Matches simple two-dimensional shapes in form boards and puzzles (e.g., circles, squares, triangles)	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
2. Identifies two geometric shapes (e.g., circle, square)	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
3. Creates and copies simple shapes made by others	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
36 to 60 months	
1. Identifies and labels different kinds of two-dimensional shapes (e.g., circle, rectangle, triangle)	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
2. Compares shape and size of objects	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
3. Creates, builds, or draws shapes	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
4. Recognizes non-geometrical shapes in nature (e.g., clouds or other things that are not circles, squares, triangles)	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
5. Orders shapes from smallest to largest (e.g., orders various circle sizes)	<b>CM 12-1 Learns Shapes &amp; Sizes</b>

<b>J. Properties of ordering: Children sort, classify, and organize objects</b>	
Birth to 18 months	
1. Groups a few objects by color, shape, or size, with assistance	<b>CS 13-2 Classifies or Sorts Objects</b>
2. Helps clean up environment by putting materials away (e.g., puts books in basket, blanket in cubby)	<b>CS 13-2 Classifies or Sorts Objects</b>
18 to 36 months	
1. Collects items that have common characteristics (e.g., red blocks, shells, leaves)	<b>CS 13-2 Classifies or Sorts Objects</b>
2. Arranges objects in lines (e.g., makes a row of blocks)	<b>CS 13-2 Classifies or Sorts Objects</b>
3. Sorts objects by one characteristic (e.g., color)	<b>CS 13-2 Classifies or Sorts Objects</b>
4. Recognizes objects arranged in series (e.g., small, medium, large)	<b>CM 11-2 Understands Patterns</b>
5. Identifies categories of objects (e.g., dogs, cats, and cows are all animals), with assistance	<b>CS 13-2 Classifies or Sorts Objects</b>
36 to 60 months	
1. Orders several objects on the basis of one or more characteristics through trial and error (e.g., puts 4 blocks of same color in a row from smallest to largest)	<b>CS 13-2 Classifies or Sorts Objects</b>
2. Creates own patterns with a variety of materials	<b>CM 11-2 Understands Patterns</b>
3. Classifies everyday objects that go together (e.g., shoe/sock, pencil/paper, comb/brush)	<b>CS 13-2 Classifies or Sorts Objects</b>
4. Places objects in specific position (e.g., first, second, third)	<b>CM 10-1 Begins Counting</b>
<b>K. Scientific Thinking: Children collect information through observation and manipulation</b>	
Birth to 18 months	
1. Turns head toward sounds or voices	<b>LC 7-1 Develops Receptive Communication</b>
2. Gathers information through the senses (e.g., mouthing, grasping, reaching)	<b>CS 13-1 Explores Objects</b>
3. Uses more than one sense at one time (e.g., uses sight, touch, taste, and hearing by examining and shaking a toy)	<b>CS 13-1 Explores Objects</b>
4. Observes objects in the environment for a brief period of time	<b>CS 13-1 Explores Objects</b>

5. Uses another object or person as a tool (e.g., expresses the desire to be picked up to reach something, uses block to push buttons on a toy)	<b>CS 14-1 Solves Problems</b>
18 to 36 months	
1. Uses all five senses to examine different objects with attention to detail	<b>CS 13-1 Explores Objects</b>
2. Observes and manipulates objects to identify similarities or differences	<b>CS 13-2 Classifies or Sorts Objects</b>
3. Observes and examines natural phenomena through senses (e.g., notices different types of insects)	<b>CS 15-1 Explores the Natural Environment</b>
36 to 60 months	
1. Identifies and distinguishes between senses (e.g., tastes, sounds, textures)	<b>CS 13-1 Explores Objects</b>
2. Uses nonstandard tools (e.g., blocks, paper tubes) to explore the environment	<b>CS 13-1 Explores Objects</b>
3. Uses standard tools (e.g., magnets, magnifying glass) to explore the environment	<b>CS 13-1 Explores Objects</b>
4. Participates in experiments provided by adults and describes observations (e.g., mixing ingredients to bake a cake)	<b>CS 14-1 Solves Problems</b>
<b>L. Scientific Thinking: Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations</b>	
Birth to 18 months	
1. Actively uses one or more sense to explore environment (e.g., touch, sight, taste, smell, hearing)	<b>CS 13-1 Explores Objects</b>
2. Expresses a sense of wonder about the natural world	<b>CS 15-1 Explores the Natural Environment</b>
3. Investigates new phenomena (e.g., reaches out to touch rain)	<b>ATL 1-4 Is Curious</b>
4. Tries new activities, motions, experiences	<b>ATL 1-4 Is Curious</b>
5. Progresses from trial and error to solving problems more systematically, with assistance	<b>CS 14-1 Solves Problems</b>
18 to 36 months	
1. Asks simple questions about the natural world (e.g., "Where did the rainbow go?")	<b>CS 15-1 Explores the Natural Environment</b>

2. Observes and/or manipulates objects and events to answer simple questions about the natural world	<b>CS 15-1 Explores the Natural Environment</b>
3. Demonstrates ability to think before engaging in an activity	<b>CS 14-3 Makes Plans</b>
4. Makes guesses about what might happen based on past experience	<b>CS 14-2 Makes Predictions</b>
36 to 60 months	
1. Asks questions and finds answers through active exploration	<b>CS 13-1 Explores Objects</b>
2. Records information from an experience (e.g., drawing, storytelling, writing, photographing)	<b>CM 11-1 Learns Measurement and Quantities</b>
3. Makes predictions and develops generalizations based on past experiences	<b>CS 14-2 Makes Predictions</b>
4. Uses vocabulary that shows recognition of scientific principles to explain why things happen (e.g., uses words such as sink, float, melt, freeze)	<b>LC 7-4 Expands Vocabulary</b>
<b>M. Scientific Knowledge: Children observe and describe characteristics of living things</b>	
Birth to 18 months	
1. Notices plants, animals, and other people in the environment	<b>CS 15-1 Explores the Natural Environment</b>
2. Explores characteristics of certain living things (e.g., picks up an earthworm, tries to catch ants)	<b>CS 15-1 Explores the Natural Environment</b>
18 to 36 months	
1. Explores and investigates physical properties of living and non-living things	<b>CS 15-1 Explores the Natural Environment</b>
2. Comments on what it takes to make things grow (e.g., "That plant needs water.")	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
36 to 60 months	
1. Identifies things as living or non-living based on their characteristics (e.g., breathes, moves, grows)	<b>CS 15-1 Explores the Natural Environment</b>
2. Describes characteristics of plants, animals, and people (e.g., "That tree grew really tall!")	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
3. Notices similarities, differences, and categories of plants and animals	<b>CS 15-1 Explores the Natural Environment</b>
4. Demonstrates understanding of changes in the appearance, behavior, and	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>

habitats of living things (e.g., plants, spider webs)	
5. Asks questions about growth and change in plants and animals	<b>CS 15-1 Explores the Natural Environment</b>
6. Demonstrates understanding of how things grow and change	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>N. Scientific Knowledge: Children observe and describe characteristics of the earth</b>	
Birth to 18 months	
1. Observes sun and clouds	<b>CS 15-1 Explores the Natural Environment</b>
2. Enjoys playing with water, sand, and mud	<b>CS 15-1 Explores the Natural Environment</b>
18 to 36 months	
1. Asks questions about the earth	<b>CS 15-1 Explores the Natural Environment</b>
2. Identifies weather (e.g., sun, rain, snow)	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
3. Identifies or labels earth's materials (e.g., water, rocks, dirt, leaves)	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
4. Demonstrates curiosity about the natural environment by asking "why" questions (e.g., "Why is the grass green?")	<b>CS 15-1 Explores the Natural Environment</b>
36 to 60 months	
1. Investigates properties of rocks, dirt, and water	<b>CS 15-1 Explores the Natural Environment</b>
2. Recognizes and provides simple descriptions of the states of matter (e.g., "Water is wet.")	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
3. Makes simple observations of the characteristics and movement of sun, moon, stars, and clouds	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
4. Discusses changes in the weather and seasons, using common weather-related vocabulary (e.g., rainy, sunny, windy)	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>O. History: Children demonstrate knowledge of past events and awareness of how they may influence the present and future</b>	
Birth to 18 months	
1. Shows anticipation for regularly scheduled daily activities	<b>ATL 2-1 Understands Routines</b>
2. Recognizes the beginning and end of an event (e.g., claps at the end of a song)	<b>SS 16-2 Understands Time</b>
3. Recalls information about the immediate past (e.g., after eating, says "All done!")	<b>ATL 1-2 Develops Memory</b>
18 to 36 months	



1. Anticipates recurring events in typical routines (“After I eat lunch, I will hear a story.”)	<b>ATL 2-1 Understands Routines</b>
2. Connects new experiences to past experiences	<b>SS 16-2 Understands Time</b>
3. Experiments with general terms related to the elements of time (e.g., “Today we are going to Grandma’s.”)	<b>SS 16-2 Understands Time</b>
4. Makes predictions about what may occur	<b>CS 14-2 Makes Predictions</b>
<b>36 to 60 months</b>	
1. Retells a simple story or event in roughly sequential order	<b>ATL 1-2 Develops Memory</b>
2. Uses time-related words and concepts (e.g., first/last, morning/ night, yesterday/today), though not always accurately	<b>SS 16-2 Understands Time</b>
3. Gives simple accounts of what happened that day	<b>ATL 1-2 Develops Memory</b>
4. Establishes causal patterns between past, present, and future events, with assistance	<b>SS 16-2 Understands Time</b>
5. Uses phrases that suggest awareness of the past (e.g., “When I was a baby...”)	<b>SS 16-2 Understands Time</b>
<b>P. Geography: Children demonstrate awareness of location and spatial relationships</b>	
<b>Birth to 18 months</b>	
1. Explores environment in the presence of caregiver	<b>ATL 1-4 Is Curious</b>
2. Explores spatial relationships (e.g., attempts to fit own body in boxes or tunnels)	<b>CM 12-2 Develops Spatial Awareness</b>
3. Develops awareness of own body and how much space it takes up	<b>CM 12-2 Develops Spatial Awareness</b>
<b>18 to 36 months</b>	
1. Distinguishes between near and far	<b>CM 12-2 Develops Spatial Awareness</b>
2. Experiments with physical relationships (e.g., on/ under, inside/outside)	<b>CM 12-2 Develops Spatial Awareness</b>
3. Shows interest in investigating geography tools (e.g., map, compass, globe)	<b>SS 16-3 Explores Geography</b>
<b>36 to 60 months</b>	
1. Uses words to indicate direction, position, and size, not always accurately	<b>CM 12-2 Develops Spatial Awareness</b>

2. Creates representations of locations and space during play (e.g., builds steep mountain road in sandbox)	<b>SS 16-3 Explores Geography</b>
3. Names street, neighborhood, city or town where he/she lives	<b>SS 16-3 Explores Geography</b>
4. Understands physical relationships (e.g., on/ under, inside/outside)	<b>CM 12-2 Develops Spatial Awareness</b>
<b>Q. Geography: Children demonstrate knowledge of the relationship between people, places, and regions</b>	
Birth to 18 months	
1. Recognizes some familiar places (e.g., home, store, grandparent's house)	<b>ATL 1-2 Develops Memory</b>
2. Knows where favorite toys or foods are stored in own home	<b>ATL 1-2 Develops Memory</b>
18 to 36 months	
1. Distinguishes different environments by the people or signs that are a part of that environment (e.g., see pictures of fish and says, "They live in water.")	<b>SS 16-3 Explores Geography</b>
2. Recognizes own house when approaching	<b>SS 16-3 Explores Geography</b> <b>ATL 1-2 Develops Memory</b>
3. Recognizes familiar buildings (e.g., school, restaurant, library)	<b>SS 16-3 Explores Geography</b> <b>ATL 1-2 Develops Memory</b>
36 to 60 months	
1. Matches objects to their usual geographic locations (e.g., stove in the kitchen, bed in the bedroom, tree in the park)	<b>SS 16-3 Explores Geography</b>
2. Develops awareness of some characteristics of own geographic region (e.g., "It rains/snows here a lot.")	<b>SS 16-3 Explores Geography</b>
3. Recognizes where he/she is while traveling in familiar areas, most of the time	<b>SS 16-3 Explores Geography</b>
4. Recognizes that roads have signs or names and houses and apartments have numbers to help identify locations	<b>SS 16-3 Explores Geography</b>
<b>R. Economics: Children demonstrate knowledge of various occupations related to trade and currency</b>	
Birth to 18 months	
1. Depends on others to provide for wants and needs	<b>PMP 19-2 Develops Self-Care Skills</b>
18 to 36 months	
1. Recognizes relationship between supply and demand (e.g., understands that	<b>CM 11-1 Learns Measurement and Quantities</b>

he/she cannot have another cracker because they are all gone)	
2. Recognizes and uses objects for barter or trade during play, with assistance	<b>SS 16-5 Learns about Government and Economics</b>
36 to 60 months	
1. Demonstrates awareness of money being needed to purchase goods and services	<b>SS 16-5 Learns about Government and Economics</b>
2. Plays store or restaurant with play or real money, receipts, credit cards, telephones	<b>SS 16-5 Learns about Government and Economics</b>
3. Demonstrates understanding that coins of different sizes and colors have different names	<b>SS 16-5 Learns about Government and Economics</b>
4. Talks about what wants to be when he/she grows up	<b>SS 16-4 Learns about Community Roles and Jobs</b>
5. Demonstrates understanding of sharing and interdependence	<b>SS 16-5 Learns about Government and Economics</b>
<b>S. Ecology: Children demonstrate awareness of the relationship between humans and the environment</b>	
Birth to 18 months	
1. Expresses interest in nature (e.g., flowers, a breeze, snow)	<b>CS 15-1 Explores the Natural Environment</b>
2. Recognizes trash as trash	<b>ATL 1-2 Develops Memory</b>
3. Knows where the trash receptacle and recycle bin, if available, are in own home or learning setting	<b>ATL 1-2 Develops Memory</b>
18 to 36 months	
1. Helps with home and class routines that keep the house/classroom clean	<b>ATL 2-2 Shows Responsibility</b>
2. Discards trash in appropriate receptacle	<b>ATL 2-2 Shows Responsibility</b>
3. Recognizes and responds to characteristics of the environment (e.g., exclaims out loud when sees bird or a very tall tree)	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
4. Uses natural objects for play (e.g., makes mud pies, makes a house out of sticks, uses leaves for a pillow)	<b>CS 15-1 Explores the Natural Environment</b>
36 to 60 months	
1. Shows awareness of environment by noticing features of own home and other familiar places (e.g., recounts how water flowed over the road on the way to store)	<b>CS 15-1 Explores the Natural Environment</b>
2. Recognizes things that do not belong in the environment (e.g., litter)	<b>CS 15-1 Explores the Natural Environment</b>

3. Participates in protecting equipment and materials from weather or other natural phenomena	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
4. Helps to sort cans, bottles, and paper into the proper recycling containers, where available	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>T. Technology: Children demonstrate understanding and use of technology in their surroundings</b>	
Birth to 18 months	
1. Enjoys listening to music from a CD player or radio	<b>CCA 21-2 Explores Music</b>
2. Shows interest in technology (e.g., turns toward ringing telephone)	<b>CS 13-1 Explores Objects</b>
3. Enjoys using play technology objects (e.g., wind-up toy)	<b>CS 13-1 Explores Objects</b>
4. Turns a light switch on and of	<b>CS 13-1 Explores Objects</b>
18 to 36 months	
1. Plays with battery-operated toys and learning objects, with assistance	<b>CS 13-1 Explores Objects</b>
2. Operates a simple tape or CD player to listen to a recorded story, with assistance	<b>CS 13-3 Learns Using Technology</b>
3. Makes mechanical toys work, if labeled safe for children under 3 years old	<b>CS 13-1 Explores Objects</b>
36 to 60 months	
1. Communicates with family members or other familiar people using telephone or other communicative device, with assistance	<b>CS 13-3 Learns Using Technology</b>
2. Describes stories, images, or sounds experienced with technology (e.g., music on CD player, program on television, story heard on tape)	<b>CS 13-3 Learns Using Technology</b>
3. Uses accurate vocabulary to identify technology (e.g., camera, computer, printer, television)	<b>CS 13-3 Learns Using Technology</b>
<b>U. Family: Children demonstration awareness and understanding of family</b>	
Birth to 18 months	
1. Kicks legs and squeals when familiar adult appears	<b>SED 5-1 Bonds with Adults</b>
2. Initiates contact with caregivers	<b>SED 5-1 Bonds with Adults</b>
3. Shows affection (e.g., hugs and kisses) to familiar adults	<b>SED 5-1 Bonds with Adults</b>
4. Develops and maintains trusting relationships with primary caregiver	<b>SED 5-1 Bonds with Adults</b>

5. Addresses at least two family members by name	<b>SED 4-1 Develops Awareness of Self</b>
6. Recognizes immediate family members in photographs	<b>SED 4-1 Develops Awareness of Self</b>
18 to 36 months	
1. Can state own first and last name	<b>SED 4-1 Develops Awareness of Self</b>
2. Recognizes roles within own home (e.g., "Daddy cooks supper and mommy washes the dishes.")	<b>SS 16-4 Learns about Community Roles and Jobs</b>
3. Pretends to nurture a doll by feeding and talking to it	<b>SED 5-2 Learns from Adults</b>
4. Gives names to toys and dolls that reflect family and circle of friends	<b>SS 16-4 Learns about Community Roles and Jobs CCA 21-4 Participates in Dramatic Play</b>
5. Identifies boys and girls	<b>SED 4-1 Develops Awareness of Self</b>
36 to 60 months	
1. Describes family members and begins to understand simple relationships to one another (e.g., "Marika is my sister.")	<b>SED 4-1 Develops Awareness of Self</b>
2. Talks about grandparents or other family members and discusses how they look the same and/ or different from children	<b>SED 4-1 Develops Awareness of Self</b>
3. Identifies self as a member of a specific family and cultural group	<b>SED 4-1 Develops Awareness of Self</b>
4. Adopts the roles of different family members during dramatic play	<b>CCA 21-4 Participates in Dramatic Play</b>
5. Enjoys being told stories about family routines and stories with family members as the "characters"	<b>SED 4-1 Develops Awareness of Self</b>
6. Draws a family portrait	<b>SED 4-1 Develops Awareness of Self</b>
<b>V. Community: Children demonstrate awareness of their community, human interdependence, and social roles</b>	
Birth to 18 months	
1. Begins to watch other children	<b>SED 6-2 Bonds with Peers</b>
2. Reaches out to touch other children or grabs their toys	<b>SED 6-2 Bonds with Peers</b>
3. Recognizes the names of other children	<b>SED 6-2 Bonds with Peers</b>
4. Shows recognition of the family members of other children	<b>SED 5-1 Bonds with Adults</b>
5. Begins to participates in simple parallel play with other children	<b>SED 6-2 Bonds with Peers</b>
18 to 36 months	
1. Identifies the possessions of other children	<b>SED 6-3 Cooperates with Peers</b>

2. Shows interest in peers by including them in play, referring to them by name	<b>SED 6-2 Bonds with Peers</b>
3. Recognizes that different people have different roles and jobs in the community	<b>SS 16-4 Learns about Community Roles and Jobs</b>
4. Functions as a member of various communities (e.g., classroom, neighborhood, faith-based community)	<b>SED 6-3 Cooperates with Peers</b>
5. Shows interest in community workers (e.g., garbage collector, mail carrier, doctor)	<b>SS 16-4 Learns about Community Roles and Jobs</b>
6. Participates in family routines	<b>SS 16-4 Learns about Community Roles and Jobs</b>
<b>36 to 60 months</b>	
1. Identifies people by characteristics other than name, when asked	<b>SED 6-2 Bonds with Peers</b>
2. Names a parent's job (e.g., nurse, plumber, farmer), but may not know what parent actually does at the job	<b>SS 16-4 Learns about Community Roles and Jobs</b>
3. Recognizes some community workers and increases awareness of their jobs	<b>SS 16-4 Learns about Community Roles and Jobs</b>
4. Pretends to be different community workers during play (e.g., grocery store clerk, construction worker, doctor, shoe salesperson)	<b>SS 16-4 Learns about Community Roles and Jobs</b>
5. Recognizes that people have different communities (e.g., family, neighborhood, school, faith-based community, job)	<b>SS 16-4 Learns about Community Roles and Jobs</b>
<b>W. Community: Children demonstrate civic responsibility</b>	
<b>Birth to 18 months</b>	
1. Follows simple directions	<b>LC 7-1 Develops Receptive Communication</b>
2. Tries out roles and relationships through imitation (e.g., smiles at self in mirror, plays peek-a-boo)	<b>SED 5-2 Learns from Adults</b>
3. Requests assistance when needed	<b>SED 5-1 Bonds with Adults</b>
4. Looks to caregivers for assistance and guidance	<b>SED 5-1 Bonds with Adults</b>
<b>18 to 36 months</b>	
1. Tries out roles and relationships through pretend play (e.g., play doctor, house)	<b>CCA 21-4 Participates in Dramatic Play</b>
2. Recognizes that there may be different rules in different places (e.g., school rules may be different from those at home) and follows appropriate set of rules, with assistance	<b>ATL 2-2 Shows Responsibility</b>

3. Participates actively as a member of the family or classroom community (e.g., helping during clean-up time)	<b>ATL 2-2 Shows Responsibility</b>
4. Helps adult with simple chores	<b>ATL 2-2 Shows Responsibility</b>
36 to 60 months	
1. Shows awareness of group rules (e.g., waits before painting because the easels are full)	<b>ATL 2-2 Shows Responsibility</b>
2. Helps to make rules for free choice play (e.g., "Only 4 people at the sand table.")	<b>ATL 2-2 Shows Responsibility</b>
3. Follows rules while playing games and reminds others of the rules	<b>ATL 2-2 Shows Responsibility</b>
4. Responds to another child's needs by sometimes giving and sharing	<b>SED 6-1 Builds Empathy</b>
5. Notices if another child is missing an essential article to participate in the group (e.g., other child does not have crayons to draw with)	<b>SED 6-2 Bonds with Peers</b>
6. Invites other children to join groups or other activities	<b>SED 6-3 Cooperates with Peers</b>
<b>X. Culture: Children demonstrate awareness and appreciation of their own and others' culture</b>	
Birth to 18 months	
1. Recognizes simple differences between people (e.g., shows curiosity about someone who wears glasses or has skin color other than own)	<b>SED 6-2 Bonds with Peers</b>
2. Interacts with other children who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs	<b>SS 16-1 Explores Cultures</b>
18 to 36 months	
1. Enjoys poems, stories, and songs about a variety of people and cultures	<b>SS 16-1 Explores Cultures</b>
2. Displays knowledge of basic concepts of own heritage and background (e.g., shows pictures or objects from home)	<b>SED 4-1 Develops Awareness of Self</b>
3. Asks simple questions about other children and adults (e.g., "Where is Simon?")	<b>SED 6-2 Bonds with Peers</b>
36 to 60 months	
1. Asks questions about other children's appearance and behavior	<b>SED 6-2 Bonds with Peers</b>

2. Asks questions about similarities and differences in other people (e.g., language, hair styles, clothing)	<b>SED 6-2 Bonds with Peers</b>
3. Shows respect for similarities and differences (e.g., does not laugh at somebody who is different)	<b>SED 6-3 Cooperates with Peers</b>
4. Begins to develop awareness, knowledge, and appreciation of own culture	<b>SED 4-1 Develops Awareness of Self</b>
5. Recognizes and celebrates similarities and differences between people of different cultures in his/ her circle of contact	<b>SS 16-1 Explores Cultures</b>
<b>Y. Expression and Representation: Children use creative arts to express and represent what they know, think, believe, or feel</b>	
Birth to 18 months	
1. Gazes at pictures, photographs, and mirror images	<b>CCA 21-1 Explores Art Media</b>
2. Enjoys repetition	<b>CS 14-1 Solves Problems</b>
3. Experiments with a variety of sound sources (e.g., rattles, bells)	<b>CCA 21-2 Explores Music</b>
4. Exhibits an increased variety of movements to express self using different body parts	<b>CCA 21-3 Explores Movement and Dance</b>
5. Imitates sounds, facial expressions, and gestures of another person	<b>SED 5-2 Learns from Adults</b>
6. Imitates sounds or actions of an animal or object	<b>CCA 21-4 Participates in Dramatic Play</b>
7. Experiments with a variety of art materials (e.g., paint, markers, crayons, pencils)	<b>CCA 21-1 Explores Art Media</b>
8. Shows preferences for certain colors	<b>CCA 21-1 Explores Art Media</b>
18 to 36 months	
1. Uses a variety of materials for tactile experience and exploration (e.g., paint, glue, 3-dimensional materials, musical instruments)	<b>CCA 21-1 Explores Art Media</b>
2. Engages in the artistic process with enthusiasm	<b>CCA 21-1 Explores Art Media</b>
3. Explores various ways of moving with or without music	<b>CCA 21-3 Explores Movement and Dance</b>
4. Explores simple songs using voice and/or instruments	<b>CCA 21-2 Explores Music</b>
5. Engages in pretend play	<b>CCA 21-4 Participates in Dramatic Play</b>



<b>36 to 60 months</b>	
1. Participates in music experiences (e.g., singing, finger plays, chants, musical instruments)	<b>CCA 21-2 Explores Music</b>
2. Remembers the words to a song that is sung often in the classroom	<b>CCA 21-2 Explores Music</b>
3. Asks to sing a particular song	<b>CCA 21-2 Explores Music</b>
4. Participates freely in dramatic play activities (e.g., pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life)	<b>CCA 21-4 Participates in Dramatic Play</b>
5. Tries one type of art many times (e.g., painting at easel several days in a row, using different colors, or covering the whole paper with paint)	<b>CCA 21-1 Explores Art Media</b>
6. Performs simple elements of drama (e.g., audience, actors, stage)	<b>CCA 21-4 Participates in Dramatic Play</b>
7. Pretends to be on stage and use a microphone	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>Z. Understanding and Appreciation: Children demonstrate understanding and appreciation of the creative arts</b>	
<b>Birth to 18 months</b>	
1. Shows interest in sounds, tones, voices, music, colors, and shapes	<b>CCA 21-1 Explores Art Media</b>
2. Enjoys rhythms and songs	<b>CCA 21-2 Explores Music</b>
3. Prefers repetition of familiar songs and rhythmic patterns	<b>CCA 21-2 Explores Music</b>
4. Interacts with others through touch and motion	<b>CCA 21-3 Explores Movement and Dance</b>
5. Enjoys looking at children's books of dance, music, theater, and visual arts	<b>LKS 8-1 Develops Early Literacy</b>
<b>18 to 36 months</b>	
1. Observes and responds to artwork produced by other individuals and/or cultures	<b>CCA 21-1 Explores Art Media</b>
2. Imitates movement after participating in or watching others perform games or songs	<b>CCA 21-3 Explores Movement and Dance</b>
3. Exhibits interest when watching musical, dance, or theater performances by other individuals	<b>ATL 1-1 Is Attentive</b>
4. Identifies favorite storybook characters	<b>LKS 8-1 Develops Early Literacy</b>
<b>36 to 60 months</b>	
1. Watches other children dance, then tries to mimic the dance steps	<b>CCA 21-3 Explores Movement and Dance</b>

2. Listens attentively at a children's concert, play, or puppet show	<b>ATL 1-1 Is Attentive</b>
3. Hums or moves to the rhythm of recorded music	<b>CCA 21-3 Explores Movement and Dance</b>
4. Shares various forms of art found in own environment	<b>CCA 21-1 Explores Art Media</b>
5. Wonders about or asks questions about works of art, paintings, songs, dance, and theatre	<b>ATL 1-4 Is Curious</b>

<b>Language, Communication, and Literacy</b>	
<b>A. Dual Language Acquisition</b>	
Birth to 18 months	
1. Responds to familiar words in home language (e.g., "clap" – the child claps) and attends to sounds in English (e.g., "clap" – looks towards speaker)	<b>LC 7-1 Develops Receptive Communication</b>
2. Uses eight to 10 understandable words in home language and may not possess any words in the English vocabulary	<b>LC 7-4 Expands Vocabulary</b>
3. Communicates needs through single-word speech in home language and through facial expression or actions (e.g., points to object desired) if attempting to communicate in English	<b>LC 7-2 Develops Expressive Communication</b>
18 to 36 months	
1. Follows simple verbal direction in home language and attempts to make sense of a direction given in English when accompanied by a nonverbal gesture (e.g., signal for come here)	<b>LC 7-1 Develops Receptive Communication</b>
2. Often uses sounds from home language when speaking in English (e.g., Spanish "v" "may be pronounced like "b" so Spanish speaking child might say "bery" for "very")	<b>LC 7-2 Develops Expressive Communication</b>
3. Has a larger vocabulary in home language and is beginning to acquire an English vocabulary	<b>LC 7-4 Expands Vocabulary</b>
4. Recalls words from simple songs in home language and recognizes words from songs in English	<b>LC 7-4 Expands Vocabulary</b>
5. Asks simple questions in home language; uses gestures or single words to ask questions in English	<b>LC 7-2 Develops Expressive Communication</b>

6. Inserts words from home language while speaking in English, sometimes	<b>LC 7-2 Develops Expressive Communication</b>
36 to 60 months	
1. Demonstrates understanding that there are languages other than the home language (e.g., identifies sentence spoken in home language in comparison to one spoken in English)	<b>LC 7-1 Develops Receptive Communication</b>
2. Relies on nonverbal cues to communicate in English, but does not rely on nonverbal cues to communicate in home language	<b>LC 7-2 Develops Expressive Communication</b>
3. Focuses on the meaning of words rather than grammar in acquiring spoken English language competency	<b>LC 7-2 Develops Expressive Communication</b>
4. Follows linguistic rules of home language and constructs own rules for English	<b>LC 7-5 Expands Grammar and Pronunciation</b>
5. Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate	<b>LC 7-2 Develops Expressive Communication</b>
6. If bilingual, adjusts language and communication form used according to person with whom he/she is speaking	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>B. Receptive Vocabulary</b>	
Birth to 18 months	
1. Responds to sounds in the environment (e.g., startles or cries if there is an unexpected sound)	<b>LC 7-1 Develops Receptive Communication</b>
2. Recognizes familiar voice by turning towards speaker	<b>LC 7-1 Develops Receptive Communication</b>
3. Responds to own name	<b>LC 7-1 Develops Receptive Communication</b>
4. Calms to familiar voices	<b>LC 7-1 Develops Receptive Communication</b>
5. Responds to "no"	<b>LC 7-1 Develops Receptive Communication</b>
6. Responds appropriately to simple requests such as "wave bye-bye"	<b>LC 7-1 Develops Receptive Communication</b>
7. Points to familiar person/s when requested (e.g., "Where is mommy?")	<b>LC 7-4 Expands Vocabulary</b>
8. Points to objects when named (e.g., "Where is your blanket?")	<b>LC 7-4 Expands Vocabulary</b>
9. Has a receptive vocabulary of over 50 words in home language	<b>LC 7-4 Expands Vocabulary</b>
18 to 36 months	
1. Demonstrates understanding of simple directions by responding appropriately (e.g., "Give daddy the cup, please.")	<b>LC 7-1 Develops Receptive Communication</b>

2. Identifies at least three body parts, when requested	<b>LC 7-4 Expands Vocabulary</b>
3. Identifies some people, objects, and actions by appropriate gestures or speech when named	<b>LC 7-4 Expands Vocabulary</b>
4. Responds to directions that include verbs (e.g., run, jump, reach, open)	<b>LC 7-1 Develops Receptive Communication</b>
<b>36 to 60 months</b>	
1. Responds appropriately to a request (e.g., "Bring me the green towel.")	<b>LC 7-1 Develops Receptive Communication</b>
2. Has a receptive vocabulary of several hundred words in home language	<b>LC 7-1 Develops Receptive Communication</b>
<b>C. Expressive Vocabulary</b>	
<b>Birth to 18 months</b>	
1. Makes sounds or gestures that let others know that he/she is experiencing pain, pleasure, or discomfort or to express needs (e.g., cries when upset, coos and squeals when content)	<b>LC 7-2 Develops Expressive Communication</b>
2. Imitates non-speech sounds (e.g., cough, click of tongue)	<b>LC 7-2 Develops Expressive Communication</b>
3. Babbles using many sounds (e.g., two-lip sounds: "p," "b," and, "m")	<b>LC 7-2 Develops Expressive Communication</b>
4. Babbles in sentence-like sequences; puts words and sounds together in speech-like patterns	<b>LC 7-2 Develops Expressive Communication</b>
5. Uses consistent sound combinations to indicate specific object or person (e.g., "da-da" for daddy)	<b>LC 7-2 Develops Expressive Communication</b>
6. Combines words and gestures (e.g., waves when saying goodbye)	<b>LC 7-2 Develops Expressive Communication</b>
7. Uses eight to 10 understandable words (e.g., "daddy," "bottle," "up")	<b>LC 7-2 Develops Expressive Communication</b>
<b>18 to 36 months</b>	
1. Uses new vocabulary in everyday experiences	<b>LC 7-4 Expands Vocabulary</b>
2. Demonstrates use of an expressive vocabulary of more than 100 words, in home language	<b>LC 7-4 Expands Vocabulary</b>
3. Uses mostly two- and some three-syllable words	<b>LC 7-4 Expands Vocabulary</b>
4. Asks others to label unfamiliar objects	<b>LC 7-4 Expands Vocabulary</b>
5. Uses adjectives in speech (e.g., "red ball")	<b>LC 7-4 Expands Vocabulary</b>
6. Imitates simple two-word phrase/sentence	<b>LC 7-2 Develops Expressive Communication</b>

7. Uses some plurals	<b>LC 7-5 Expands Grammar and Pronunciation</b>
8. Expresses negative statements by adding on a “no” in the sentence (e.g., “no milk”)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
9. Speech is 50–75% intelligible	<b>LC 7-5 Expands Grammar and Pronunciation</b>
36 to 60 months	
1. Uses new vocabulary in spontaneous speech	<b>LC 7-4 Expands Vocabulary</b>
2. Asks the meaning of unfamiliar words and then experiments with using them	<b>LC 7-4 Expands Vocabulary</b>
3. Uses words to further describe actions or adjectives (e.g., “running fast” or “playing well”)	<b>LC 7-4 Expands Vocabulary</b>
4. Uses multiple words to explain ideas (e.g., when talking about primary caregiver says “mother/ father” and/or “parent”)	<b>LC 7-4 Expands Vocabulary</b>
5. Uses words to express emotions (e.g., happy, sad, tired, scared)	<b>LC 7-4 Expands Vocabulary</b>
6. Recites songs, finger plays, and rhymes; tells stories	<b>LC 7-3 Develops Phonemic Awareness</b>
7. Vocabulary of 1500 words or more	<b>LC 7-4 Expands Vocabulary</b>
8. Produces sentences with five to seven words	<b>LC 7-2 Develops Expressive Communication</b>
9. Speech is entirely intelligible	<b>LC 7-5 Expands Grammar and Pronunciation</b>
<b>D. Grammar and Syntax</b>	
Birth to 18 months	
1. Uses single word speech (e.g., one word to communicate message; child says “up” when wanting to be carried by adult)	<b>LC 7-2 Develops Expressive Communication</b>
2. Uses some pronouns (e.g., mine)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
3. Uses short telegraphic sentences (e.g., “Me go.” or “There mama.”)	<b>LC 7-2 Develops Expressive Communication</b>
18 to 36 months	
1. Uses three- to four-word sentences with noun and verb	<b>LC 7-2 Develops Expressive Communication</b>
2. Describes a self-made drawing	<b>LC 7-2 Develops Expressive Communication</b>
3. Uses simple questions in speech, but may not use correct grammar	<b>LC 7-5 Expands Grammar and Pronunciation</b>
4. Uses plural forms for nouns, sometimes	<b>LC 7-5 Expands Grammar and Pronunciation</b>
5. Uses negatives (e.g., “I don’t want it.”)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
6. Uses adjectives in phrases (e.g., big bag, green bear)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
36 to 60 months	
1. Talks in sentences with five to seven words to describe people, places, events	<b>LC 7-2 Develops Expressive Communication</b>

2. Uses more complex grammar and parts of speech	<b>LC 7-5 Expands Grammar and Pronunciation</b>
3. Describes a task, project, and/or event sequentially in three or more sentences	<b>LC 7-2 Develops Expressive Communication</b>
4. Asks questions for information/clarification	<b>LC 7-2 Develops Expressive Communication</b>
5. Uses prepositions in everyday language, sometimes needing assistance (e.g., at, in, under)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
6. Uses possessions consistently (e.g., his, hers, their)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
7. Uses past tense of irregular verbs consistently (e.g., went, caught)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
8. Uses past tense for regular verbs consistently (e.g., jumped, washed)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
9. May generalize grammar rules (e.g., plurals – says “deers” and “mouses”)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
<b>E. Comprehension</b>	
Birth to 18 months	
1. Turns to look at familiar object when it is named	<b>LC 7-4 Expands Vocabulary</b>
2. Imitates adult actions that go along with simple songs and rhymes (e.g., “Row, row, row your boat,” “Pinpon,” “La Bo”)	<b>LC 7-3 Develops Phonemic Awareness</b>
3. Follows single-step directions (e.g., “Please bring me the ball.”)	<b>LC 7-1 Develops Receptive Communication</b>
18 to 36 months	
1. Follows two-step directions with complex sentence structures (noun + verb + adverb; e.g., “Put dishes away quickly.” “Put dishes in the cupboard.”)	<b>LC 7-1 Develops Receptive Communication</b>
2. Answers simple questions	<b>LC 7-2 Develops Expressive Communication</b>
3. Asks questions that demonstrate knowledge of events or phenomena (e.g., “Why did the boy run away?” “How did the water turn blue?”)	<b>LC 7-2 Develops Expressive Communication</b>
36 to 60 months	
1. Follows directions that involve a two- or three-step sequence of actions, which may not be related (e.g., “Please pick up your toys and then get your shoes.”)	<b>LC 7-1 Develops Receptive Communication</b>
2. Responds to questions with verbal answers or gestures	<b>LC 7-6 Learns Conversation Structure</b>
3. Extends/expands the thought or idea expressed by another	<b>LC 7-2 Develops Expressive Communication</b>

4. Engages in conversation that develops a thought or idea (e.g., tells about a past event)	<b>LC 7-6 Learns Conversation Structure</b>
<b>F. Expressive/Oral Language</b>	
Birth to 18 months	
1. Vocalizes to get attention	<b>LC 7-2 Develops Expressive Communication</b>
2. Uses a variety of inflections and sounds to express intent (e.g., coos to express happiness)	<b>LC 7-2 Develops Expressive Communication</b>
3. Enjoys listening to oral stories	<b>LKS 8-1 Develops Early Literacy</b>
4. Attempts to repeat animal sounds (e.g., “moo” and “woof, woof”)	<b>LC 7-2 Develops Expressive Communication</b>
5. Uses single words to express thoughts and ideas (e.g., when child sees the sun, he/she says “sun”)	<b>LC 7-2 Develops Expressive Communication</b>
18 to 36 months	
1. Recounts an event, with assistance	<b>LC 7-2 Develops Expressive Communication</b>
2. Begins to recall parts of a previously heard story	<b>ATL 1-2 Develops Memory</b>
3. Requests to hear familiar stories	<b>LKS 8-1 Develops Early Literacy</b>
4. Begins to follow the sequence of events in an orally narrated story	<b>LKS 8-1 Develops Early Literacy</b>
36 to 60 months	
1. Recounts some details of a recent event	<b>ATL 1-2 Develops Memory</b>
2. Tells a short make-believe story, with assistance	<b>LC 7-2 Develops Expressive Communication</b>
3. Uses oral language to communicate a message	<b>LC 7-2 Develops Expressive Communication</b>
4. Participates in conversations about a variety of topics	<b>LC 7-6 Learns Conversation Structure</b>
<b>G. Listening Skills</b>	
Birth to 18 months	
1. Turns to locate source of a sound	<b>LC 7-1 Develops Receptive Communication</b>
2. Shows preference for human voices to other sounds (e.g., animal sounds) and for familiar adult voices over unfamiliar ones	<b>LC 7-1 Develops Receptive Communication</b>
3. Orients to speaker in response to speaker’s words	<b>LC 7-1 Develops Receptive Communication</b>
4. Pays attention to what the speaker is looking at or pointing to	<b>LC 7-1 Develops Receptive Communication</b>
5. Vocalizes or gestures in response to another person’s voice or gesture	<b>LC 7-1 Develops Receptive Communication</b>
6. Enjoys finger plays	<b>LC 7-3 Develops Phonemic Awareness</b>
18 to 36 months	
1. Responds to action words by performing the action	<b>LC 7-1 Develops Receptive Communication</b>

2. Responds by looking when directed toward a certain object	<b>LC 7-1 Develops Receptive Communication</b>
3. Attempts to locate objects when they are discussed by others	<b>LC 7-1 Develops Receptive Communication</b>
4. Listens to short and simple stories while walking, standing, or sitting	<b>LKS 8-1 Develops Early Literacy</b>
<b>36 to 60 months</b>	
1. Selects specific details in a story and repeats them	<b>ATL 1-2 Develops Memory</b>
2. Listens to others in a group discussion for a short period	<b>LC 7-6 Learns Conversation Structure</b>
3. Responds to questions with appropriate answers	<b>LC 7-6 Learns Conversation Structure</b>
4. Gains information through listening	<b>LC 7-1 Develops Receptive Communication</b>
<b>H. Oral and Written Communication</b>	
<b>Birth to 18 months</b>	
1. Cries and later vocalizes/ uses words and gestures to solicit attention	<b>LC 7-2 Develops Expressive Communication</b>
2. Communicates needs through facial expression, words, or actions (e.g., points to desired object)	<b>LC 7-2 Develops Expressive Communication</b>
3. Changes volume and pitch to convey meaning	<b>LC 7-5 Expands Grammar and Pronunciation</b>
4. Imitates words (e.g., simple greetings)	<b>LC 7-2 Develops Expressive Communication</b>
5. Makes and imitates sounds in a back and forth turn-taking “conversation”	<b>LC 7-6 Learns Conversation Structure</b>
<b>18 to 36 months</b>	
1. Changes intonation and tone to communicate meaning	<b>LC 7-5 Expands Grammar and Pronunciation</b>
2. Uses nonverbal gestures and body language to express needs and feelings (e.g., gives spontaneous hug)	<b>LC 7-2 Develops Expressive Communication</b>
3. Addresses listener appropriately to get attention (e.g., when speaking to another child, uses child’s name)	<b>LC 7-6 Learns Conversation Structure</b>
4. Uses jargon with regular words in conversation	<b>LC 7-2 Develops Expressive Communication</b>
5. Uses descriptors to describe a thing or event (e.g., “big toy,” “fun ride”)	<b>LC 7-4 Expands Vocabulary</b>
6. Uses sound effects in play	<b>LC 7-2 Develops Expressive Communication</b>
7. Demonstrates an awareness of back and forth turn-taking during conversation exchanges	<b>LC 7-6 Learns Conversation Structure</b>
<b>36 to 60 months</b>	
1. Speaks clearly enough to be understood by most listeners	<b>LC 7-5 Expands Grammar and Pronunciation</b>



2. States point of view, likes/ dislikes, and opinions using words, signs or picture boards	<b>LC 7-2 Develops Expressive Communication</b>
3. Uses multiple word sentence/s to communicate needs, ideas, actions, and/or feelings	<b>LC 7-2 Develops Expressive Communication</b>
4. Relays a simple message (e.g., from grandparent to parent)	<b>LC 7-2 Develops Expressive Communication</b>
5. Repeats words or ideas to be sure information is communicated	<b>LC 7-2 Develops Expressive Communication</b>
6. Uses pre-writing in play with other children when pretending to communicate	<b>LKS 9-1 Develops Emergent Writing</b>
7. Begins to draw representational figures	<b>LKS 9-1 Develops Emergent Writing</b>
8. Dictates a story for adult to write out	<b>LC 7-2 Develops Expressive Communication</b>
9. Draws simple pictures or scribbles word-like marks to communicate a message or an idea	<b>LKS 9-1 Develops Emergent Writing</b>
<b>I. Conventions of Social Communication</b>	
Birth to 18 months	
1. Responds to speaker when name is called, sometimes	<b>LC 7-1 Develops Receptive Communication</b>
2. Uses nonverbal gestures for social conventions of greeting (e.g., waves “bye”)	<b>LC 7-2 Develops Expressive Communication</b>
3. Participates in a one-on-one conversation by making sounds or using words, sometimes	<b>LC 7-6 Learns Conversation Structure</b>
4. Makes eye contact when vocalizing/is spoken to, as appropriate to cultural context	<b>LC 7-6 Learns Conversation Structure</b>
18 to 36 months	
1. Pays attention to speaker for at least a portion of a conversation	<b>ATL 1-1 Is Attentive</b>
2. Begins to demonstrate turn-taking in conversation	<b>LC 7-6 Learns Conversation Structure</b>
3. Makes a related comment (e.g., adult says, “Here is your water,” child says “Cup” or “Water cup”)	<b>LC 7-2 Develops Expressive Communication</b>
4. Makes a formal request or response (e.g., “May I,” “Please,” “Thank you”)	<b>LC 7-2 Develops Expressive Communication</b>
5. Follows nonverbal directions (e.g., signal for come here)	<b>LC 7-1 Develops Receptive Communication</b>
6. Whispers with imitation from adult	<b>LC 7-5 Expands Grammar and Pronunciation</b>
36 to 60 months	
1. Pays attention to speaker during conversation	<b>LC 7-6 Learns Conversation Structure</b>

2. Takes turns during group conversations/discussions, usually	<b>LC 7-6 Learns Conversation Structure</b>
3. Recognizes rising and falling intonations and what they mean (e.g., difference between a “wh” question and a statement)	<b>LC 7-5 Expands Grammar and Pronunciation</b>
4. Begins to demonstrate understanding of nonverbal cues (e.g., facial expressions for pride, displeasure, encouragement)	<b>LC 7-6 Learns Conversation Structure</b>
5. Bilingual child adjusts his/her language and communication form according to person with whom he/she is speaking	<b>LC 7-6 Learns Conversation Structure</b>
6. Whispers due to awareness of the rules of a quiet environment or to draw attention to the change in volume in room	<b>LC 7-5 Expands Grammar and Pronunciation</b>
<b>J. Reading: Phonological Awareness</b>	
Birth to 18 months	
1. Shows beginning sound awareness by reacting differentially to different sounds	<b>LC 7-3 Develops Phonemic Awareness</b>
2. Imitates vocalizations and sounds	<b>LC 7-3 Develops Phonemic Awareness</b>
3. Vocalizes familiar words when read to	<b>LC 7-3 Develops Phonemic Awareness</b>
4. Recites last word of familiar rhymes, with assistance	<b>LC 7-3 Develops Phonemic Awareness</b>
18 to 36 months	
1. Recites phrases from familiar rhymes	<b>LC 7-3 Develops Phonemic Awareness</b>
2. Completes a familiar rhyme by providing the last word	<b>LC 7-3 Develops Phonemic Awareness</b>
3. Participates in rhyming games and songs with other children	<b>LC 7-3 Develops Phonemic Awareness</b>
4. Imitates tempo and speed of sound (e.g., clapping hands fast and clapping hands slowly, speaking fast and speaking slowly)	<b>LC 7-3 Develops Phonemic Awareness</b>
36 to 60 months	
1. Participates in and creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language)	<b>LC 7-3 Develops Phonemic Awareness</b>
2. Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound)	<b>LC 7-3 Develops Phonemic Awareness</b>
3. Makes three or more letter-sound correspondences (e.g., identifies that “David,” “day,” and “dog” all begin with “d”)	<b>LC 7-3 Develops Phonemic Awareness</b>
4. Finds objects in a picture with the same beginning sound, with assistance	<b>LC 7-3 Develops Phonemic Awareness</b>

5. Differentiates between similar-sounding words (e.g., three and tree)	<b>LC 7-3 Develops Phonemic Awareness</b>
<b>K. Reading: Alphabetic Principle</b>	
Birth to 18 months	
1. Shows increasing awareness of sounds of spoken words by focusing on the speaker	<b>LC 7-3 Develops Phonemic Awareness</b>
2. Imitates sounds when looking at words in a book	<b>LKS 8-1 Develops Early Literacy</b>
3. Points to words in a book	<b>LKS 8-1 Develops Early Literacy</b>
18 to 36 months	
1. Begins to identify letters in own name, especially initial letter	<b>LKS 8-3 Develops Emergent Reading</b>
2. Recites a song with the letters of the alphabet, with assistance (e.g., an alphabet song or recitation)	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
3. Begins to understand that print represents words (e.g., pretends to read text)	<b>LKS 8-3 Develops Emergent Reading</b>
36 to 60 months	
1. Recites all letters of the alphabet	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
2. Knows that alphabet letters are a special category of symbols/pictures that can be individually named	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
3. Associates the names of letters with their shapes	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
4. Correctly identifies 10 or more letters of the alphabet	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
5. Asks "what does this say"	<b>LKS 8-3 Develops Emergent Reading</b>
6. Recognizes the first letter of own name	<b>LKS 8-3 Develops Emergent Reading</b>
<b>L. Reading: Print Concepts</b>	
Birth to 18 months	
1. Pays attention to pictures in books	<b>LKS 8-1 Develops Early Literacy</b>
2. Shows increasing ability to handle books, without assistance	<b>LKS 8-1 Develops Early Literacy</b>
3. Knows how to turn pages	<b>LKS 8-1 Develops Early Literacy</b>
4. Uses interactive books, with assistance	<b>LKS 8-1 Develops Early Literacy</b>
5. Attempts to position pictures in book right side up	<b>LKS 8-1 Develops Early Literacy</b>
18 to 36 months	
1. Knows the right side up of a book	<b>LKS 8-1 Develops Early Literacy</b>
2. Turns pages of board books, increasingly one page at a time	<b>LKS 8-1 Develops Early Literacy</b>
3. Recognizes first name when printed	<b>LKS 8-3 Develops Emergent Reading</b>

4. Chooses and identifies a book, with accuracy, according to the front cover	<b>LKS 8-1 Develops Early Literacy</b>
36 to 60 months	
1. Knows first and last page of a book	<b>LKS 8-1 Develops Early Literacy</b>
2. Identifies some individual letters in text	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
3. Shows understanding that letters make up words	<b>LKS 8-3 Develops Emergent Reading</b>
4. Identifies words that look similar and different, with assistance	<b>LKS 8-3 Develops Emergent Reading</b>
5. Begins to understand that print progresses from left to right (for exceptions, e.g., see Arabic text)	<b>LKS 8-3 Develops Emergent Reading</b>
6. Recognizes some signs and symbols in the environment (e.g., "STOP")	<b>LKS 8-3 Develops Emergent Reading</b>
7. Recognizes own printed name	<b>LKS 8-3 Develops Emergent Reading</b>
<b>M. Reading: Comprehension of Printed Material</b>	
Birth to 18 months	
1. Points or makes sounds when looking at picture books	<b>LKS 8-1 Develops Early Literacy</b>
2. Points to familiar pictures, characters, and objects in books	<b>LKS 8-1 Develops Early Literacy</b>
3. Identifies familiar people and objects in photographs	<b>LKS 8-1 Develops Early Literacy</b>
4. Focuses attention on simple picture books	<b>LKS 8-1 Develops Early Literacy</b>
18 to 36 months	
1. Uses words for pictures	<b>LKS 8-1 Develops Early Literacy</b>
2. Uses pictures to describe actions (e.g., picture of person running, child says "run")	<b>LKS 8-1 Develops Early Literacy</b>
3. Recites familiar words in a book when read to	<b>LKS 8-1 Develops Early Literacy</b>
4. Recalls specific characters or actions from familiar stories	<b>ATL 1-2 Develops Memory</b> <b>LKS 8-1 Develops Early Literacy</b>
5. Produces a multiple-word response to printed materials	<b>LKS 8-1 Develops Early Literacy</b>
6. Anticipates what comes next in known stories, with assistance (e.g., anticipates the next animal in an animal concept book)	<b>CS 14-2 Makes Predictions</b>
36 to 60 months	
1. Uses pictures to predict a story	<b>LKS 8-1 Develops Early Literacy</b>
2. Recognizes own name when spelled out in letters	<b>LKS 8-3 Develops Emergent Reading</b>
3. Recites some words in familiar books from memory	<b>ATL 1-2 Develops Memory</b>

4. Fills in the blanks/missing information in a familiar story	LKS 8-1 Develops Early Literacy
5. Identifies major characters in story	LKS 8-1 Develops Early Literacy
6. Begins to understand the sequence of a story (e.g., beginning, middle, end)	LKS 8-1 Develops Early Literacy
7. Makes up an ending for a story	LKS 8-1 Develops Early Literacy
8. Pretends to read a familiar book	LKS 8-1 Develops Early Literacy
<b>N. Reading: Awareness that Written Materials Can Be Used for a Variety of Purposes</b>	
Birth to 18 months	
1. Enjoys books about daily routines (e.g., eating, toileting)	LKS 8-1 Develops Early Literacy
2. Purposefully uses pop-up and interactive books	LKS 8-1 Develops Early Literacy
18 to 36 months	
1. Enjoys books about different things (e.g., books about animals, occupations)	LKS 8-1 Develops Early Literacy
2. Responds to emotional expressions in a book (e.g., points to a happy face)	LKS 8-1 Develops Early Literacy
3. Recognizes print in the neighborhood, community, and environment (e.g., stop-signs, store signs)	LKS 8-3 Develops Emergent Reading
36 to 60 months	
1. Identifies a variety of printed materials (e.g., books, newspapers, cereal boxes)	LKS 8-1 Develops Early Literacy
2. Imitates common reading activities appropriately in play (e.g., pretends to use directions while putting something together)	LKS 8-1 Develops Early Literacy
3. Uses signs in the environment for information (e.g., in a tall building, points to the elevator button)	LKS 8-3 Develops Emergent Reading
<b>O. Reading: Appreciation and Enjoyment</b>	
Birth to 18 months	
1. Explores books (e.g., turns pages several at a time)	LKS 8-1 Develops Early Literacy
2. Enjoys touching and carrying books	LKS 8-1 Develops Early Literacy
3. Brings book to adult to read	LKS 8-1 Develops Early Literacy
4. Shows preference for certain books	LKS 8-1 Develops Early Literacy
5. Focuses attention for short periods of time when looking at books	LKS 8-1 Develops Early Literacy
6. Shows pleasure when read to (e.g., smiles, vocalizes)	LKS 8-1 Develops Early Literacy
18 to 36 months	

1. Asks to be read to	<b>LKS 8-1 Develops Early Literacy</b>
2. Requests favorite book to be read repeatedly	<b>LKS 8-1 Develops Early Literacy</b>
3. Looks at books, magazines, and other printed matter, without assistance	<b>LKS 8-1 Develops Early Literacy</b>
4. Looks through books and other printed matter as though reading	<b>LKS 8-1 Develops Early Literacy</b>
5. Memorizes phrases from favorite books	<b>LKS 8-1 Develops Early Literacy</b>
6. Makes comments on book	<b>LKS 8-1 Develops Early Literacy</b>
7. Uses books during play	<b>LKS 8-1 Develops Early Literacy</b>
8. Selects books and magazines when asked to select favorite objects/toys	<b>LKS 8-1 Develops Early Literacy</b>
<b>36 to 60 months</b>	
1. Expresses the title of a favorite book	<b>LKS 8-1 Develops Early Literacy</b>
2. Gives opinion on books in terms of sections liked and enjoyed	<b>LKS 8-1 Develops Early Literacy</b>
3. Enjoys a variety of genres (e.g., poetry, folk/ fairy tales, concept books, magazines)	<b>LKS 8-1 Develops Early Literacy</b>
<b>P. Writing: Alphabet Knowledge</b>	
<b>Birth to 18 months</b>	
1. Focuses on marks on paper	<b>LKS 8-1 Develops Early Literacy</b>
2. Makes marks on paper	<b>LKS 9-1 Develops Emergent Writing</b>
3. Points to words in a book	<b>LKS 8-1 Develops Early Literacy</b>
4. Imitates other person's words, drawings, or scribbles by making own marks or scribbles	<b>LKS 9-1 Develops Emergent Writing</b>
<b>18 to 36 months</b>	
1. Notices both words and pictures on a page	<b>LKS 8-1 Develops Early Literacy</b>
2. Labels pictures using scribble writing	<b>LKS 9-1 Develops Emergent Writing</b>
3. Uses symbols or pictures as representation of oral language	<b>LKS 9-1 Develops Emergent Writing</b>
4. Demonstrates an understanding that we hear and see words by pointing randomly to text while it is being read out loud (e.g., a spoken word is also represented in print)	<b>LKS 8-3 Develops Emergent Reading</b>
<b>36 to 60 months</b>	
1. Knows the difference between printed letters and drawings	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
2. Attempts to copy one or more letters of the alphabet	<b>LKS 9-1 Develops Emergent Writing</b>
3. Labels pictures using letter-like marks	<b>LKS 9-1 Develops Emergent Writing</b>
4. Knows that alphabet letters are a special category of graphics that can be individually named	<b>LKS 8-2 Develops Alphabetic Knowledge</b>

5. Identifies letters to match the said-aloud letter name	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
6. Works at writing own name	<b>LKS 9-1 Develops Emergent Writing</b>
7. Shows awareness of the difference between own writing and conventional print	<b>LKS 9-1 Develops Emergent Writing</b>
8. Shows awareness of two different writing systems (especially appropriate for ELL child)	<b>LKS 9-1 Develops Emergent Writing</b>
<b>Q. Writing Conventions</b>	
Birth to 18 months	
1. Makes imprints on paper using art materials presented (finger paint, tempera)	<b>CCA 21-1 Explores Art Media</b>
2. Experiments with grasp when using a variety of writing tools (e.g., crayon, paint brush)	<b>LKS 9-1 Develops Emergent Writing</b>
3. Grasps marker or crayon with his/her fist and makes marks on paper without regard to location	<b>LKS 9-1 Develops Emergent Writing</b>
4. Scribbles on a page spontaneously	<b>LKS 9-1 Develops Emergent Writing</b>
5. Makes strokes on paper with paint brush	<b>LKS 9-1 Develops Emergent Writing</b>
6. Picks up small writing tools (e.g., thin crayons) using finger and thumb (pincer) grasp but possibly without control or pressure on paper	<b>LKS 9-1 Develops Emergent Writing</b>
18 to 36 months	
1. Scribbles and makes marks on paper purposefully	<b>LKS 9-1 Develops Emergent Writing</b>
2. Names scribbles (e.g., tells others what scribbles mean)	<b>LKS 9-1 Develops Emergent Writing</b>
3. Draws horizontal and vertical lines	<b>LKS 9-1 Develops Emergent Writing</b>
4. Uses a variety of writing tools (e.g., pencil, marker, paint brush)	<b>LKS 9-1 Develops Emergent Writing</b>
5. Paints using whole arm to make strokes	<b>LKS 9-1 Develops Emergent Writing</b>
6. Adjusts body position to enable writing/ drawing on paper	<b>LKS 9-1 Develops Emergent Writing</b>
7. Pretends to write on paper, without regard to location or direction	<b>LKS 9-1 Develops Emergent Writing</b>
36 to 60 months	
1. Writes some letters or numerals	<b>LKS 9-1 Develops Emergent Writing</b>
2. Prints or copies first name	<b>LKS 9-1 Develops Emergent Writing</b>
3. Attempts to copy words from print	<b>LKS 9-1 Develops Emergent Writing</b>
4. Draws basic geometric shapes (e.g., circle, triangle)	<b>LKS 9-1 Develops Emergent Writing</b>

5. Uses pretend writing activities during play to show print conventions in home language	<b>LKS 9-1 Develops Emergent Writing</b>
6. Adjusts paper position when writing	<b>LKS 9-1 Develops Emergent Writing</b>
<b>R. Writing: Use Writing for a Variety of Purposes</b>	
Birth to 18 months	
1. Makes marks on paper and shows to others	<b>LKS 9-1 Develops Emergent Writing</b>
2. Makes marks with fingers (e.g., in finger paint, mud, sand)	<b>LKS 9-1 Develops Emergent Writing</b>
18 to 36 months	
1. Uses scribbles and pictures to make lists, letters	<b>LKS 9-1 Develops Emergent Writing</b>
2. Recognizes some environmental print/symbols (e.g., a stop sign)	<b>LKS 8-3 Develops Emergent Reading</b>
3. Asks adult to label pictures that he/she has drawn	<b>LC 7-2 Develops Expressive Communication</b>
36 to 60 months	
1. Uses letter-like symbols to make lists, letters, and stories	<b>LKS 9-1 Develops Emergent Writing</b>
2. Copies some environmental print/symbols	<b>LKS 9-1 Develops Emergent Writing</b>
3. Uses letter-like symbols to express an idea	<b>LKS 9-1 Develops Emergent Writing</b>
4. Talks aloud about creative ideas and stories and asks adult to write them out	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
5. Asks adult to write out rhymes to make a simple poem	<b>LC 7-2 Develops Expressive Communication</b>
6. Makes cards to give peers and significant adults, with assistance	<b>LKS 9-1 Develops Emergent Writing</b>

**DISCLAIMER:**

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