

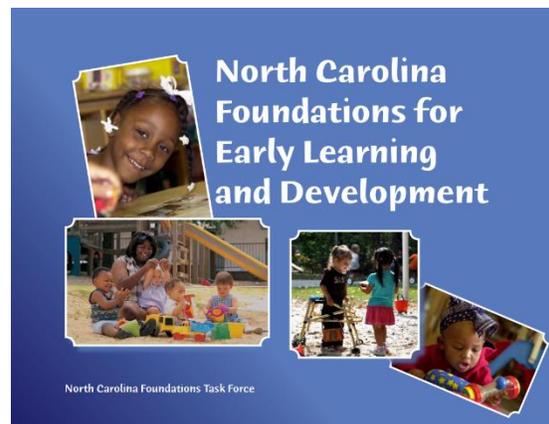
The Vine Assessment System™

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:
**North Carolina Foundations for
Early Learning and Development**



References

North Carolina Foundations Task Force. (2013). *North Carolina foundations for early learning and development*. Raleigh, NC: Author. Retrieved from http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf

North Carolina Foundations for Early Learning and Development	Vine Assessments by LifeCubby
Approaches to Play and Learning (APL)	
Curiosity, Information-Seeking, and Eagerness	
Goal APL-1: Children show curiosity and express interest in the world around them.	
Infants	Vine Indicators
Show interest in others (smile or gaze at caregiver, make sounds or move body when other person is near). APL-1a	ATL 1-1 Is Attentive ATL 1-4 Is Curious
Show interest in themselves (watch own hands, play with own feet). APL-1b	SED 4-1 Develops Awareness of Self
React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams). APL-1c	ATL 1-1 Is Attentive
Younger Toddlers	
Imitate what others are doing. APL-1d	SED 5-2 Learns from Adults
Show curiosity about their surroundings (with pointing, facial expressions, words). APL-1e	ATL 1-4 Is Curious
Show pleasure when exploring and making things happen (clap, smile, repeat action again and again). APL-1f	CS 13-1 Explores Objects CS 14-2 Makes Predictions
Older Toddlers	
Discover things that interest and amaze them and seek to share them with others. APL-1g	ATL 1-4 Is Curious
Show pleasure in new skills and in what they have done. APL-1h	SED 4-2 Becomes Confident
Watch what others are doing and often try to participate. APL-1i	SED 5-2 Learns from Adults SED 6-2 Bonds with Peers
Younger Preschoolers	
Discover things that interest and amaze them and seek to share them with others. APL-1j	ATL 1-4 Is Curious
Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1k	LC 7-2 Develops Expressive Communication
Show interest in a growing range of topics, ideas, and tasks. APL-1l	ATL 1-4 Is Curious ATL 1-5 Shows Initiative
Older Preschoolers	
Discover things that interest and amaze them and seek to share them with others. APL-1m	ATL 1-4 Is Curious
Communicate interest to others through verbal and nonverbal means (take teacher to	LC 7-2 Develops Expressive Communication

the science center to see a new animal). APL-1n	
Show interest in a growing range of topics, ideas, and tasks. APL-1o	ATL 1-4 Is Curious ATL 1-5 Shows Initiative
Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). APL-1p	SED 4-2 Becomes Confident LKS 9-1 Develops Emergent Writing
Goal APL-2: Children actively seek to understand the world around them.	
Infants	
Explore the indoor and outdoor environment using all available senses—smell, hear, see, feel and taste. APL-2a	CS 13-1 Explores Objects CS 15-1 Explores the Natural Environment
With appropriate supports, move toward interesting people, sounds, objects, and activities. APL-2b	CS 13-1 Explores Objects PMP 17-1 Develops Perception & Balance
Younger Toddlers	
Initiate activities that interest them and try to get others involved. APL-2c	ATL 1-5 Shows Initiative
Use toys and other objects to make things happen (kick a ball, push a button on a toy). APL-2d	CS 14-2 Makes Predictions
Move toward people and things that are new and/or interesting. APL-2e	ATL 1-5 Shows Initiative CS 14-3 Makes Plans
Older Toddlers	
Seek more information about people and their surroundings (“study” an object carefully, stare for long moments, become absorbed in figuring out a situation). APL-2f	ATL 1-1 Is Attentive CS 13-1 Explores Objects
Use their whole body to learn (get mud or paint on themselves from head to toe, fit themselves into a big, empty box). APL-2g	PMP 17-5 Develops Large Motor Coordination Skills
Communicate what they want to do or know using gestures, facial expressions, or words (ask “What dat?”). APL-2h	LC 7-2 Develops Expressive Communication

Younger Preschoolers	
Ask questions about the people and things around them. APL-2i	ATL 1-4 Is Curious
Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float). APL-2j	CS 13-1 Explores Objects CS 14-1 Solves Problems
Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther). APL-2k	CS 14-1 Solves Problems
Older Preschoolers	
Ask questions to find out more about the things that interest them, including questions about future events. APL-2l	ATL 1-4 Is Curious
Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new). APL-2m	CS 13-1 Explores Objects
Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n	CS 14-4 Draws Conclusions and Sorts Results
Play and Imagination	
Goal APL-3: Children engage in increasingly complex play.	
Infants	
Show interest in other children playing (watch, turn toward). APL-3a	SED 6-2 Bonds with Peers
Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for "so big"). APL-3b	SED 5-2 Learns from Adults
Play with simple objects, using them to make sounds and other interesting results. APL-3c	CS 13-1 Explores Objects
Begin to participate in give-and-take exchanges of sounds and gestures ("serve and return"). APL-3d	SED 6-2 Bonds with Peers
Younger Toddlers	
Play alongside other children, sometimes imitating their actions. APL-3e	SED 6-2 Bonds with Peers
Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, use a chair as pretend car). APL-3f	SED 5-2 Learns from Adults

Take turns in simple games (pat-a-cake, peek-a-boo). APL-3g	SED 6-3 Cooperates with Peers
Offer toys and objects to others. APL-3h	SED 6-1 Builds Empathy
Older Toddlers	
Try to involve other children in play. APL-3i	SED 6-2 Bonds with Peers
Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone). APL-3j	CCA 21-4 Participates in Dramatic Play
Play with others with a common purpose (play a chase game). APL-3k	SED 6-3 Cooperates with Peers
Communicate about what is happening during pretend play (“He eating,” point to a picture on a communication board when feeding a toy baby with a spoon; “Now go work,” after putting on shoes and necktie). APL-3l	LC 7-2 Develops Expressive Communication CCA 21-4 Participates in Dramatic Play
Younger Preschoolers	
Engage in dramatic play themes that include interacting with other children, but often are not coordinated. APL-3m	CCA 21-4 Participates in Dramatic Play
Talk to peers and share materials during play. APL-3n	SED 6-3 Cooperates with Peers LC 7-2 Develops Expressive Communication CCA 21-4 Participates in Dramatic Play
Engage in make-believe play with imaginary objects. APL-3o	ATL 1-6 Thinks with Creativity & Flexibility CCA 21-4 Participates in Dramatic Play
Use language to begin and carry on play with others. APL-3p	LC 7-2 Develops Expressive Communication CCA 21-4 Participates in Dramatic Play
Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair). APL-3q	SED 4-1 Develops Awareness of Self SED 5-2 Learns from Adults SS 16-1 Explores Cultures
Older Preschoolers	
Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r	CCA 21-4 Participates in Dramatic Play
Use more complex and varied language to share ideas and influence others during play. APL-3s	LC 7-2 Develops Expressive Communication CCA 21-4 Participates in Dramatic Play
Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). APL-3t	ATL 1-6 Thinks with Creativity & Flexibility CCA 21-4 Participates in Dramatic Play
Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”). APL-3u	SED 4-1 Develops Awareness of Self SS 16-1 Explores Cultures SS 16-4 Learns about Community Roles and Jobs

Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.	
Infants	
Use everyday household objects for play (spoons, pots and pans, plastic bowls). APL-4a	ATL 1-6 Thinks with Creativity & Flexibility
Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, make a sound to get a new adult's attention). APL-4b	ATL 1-6 Thinks with Creativity & Flexibility
React to unexpected events with laughter and interest. APL-4c	ATL 1-6 Thinks with Creativity & Flexibility
Younger Toddlers	
Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears). APL-4d	ATL 1-6 Thinks with Creativity & Flexibility
Older Toddlers	
Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears). APL-4e	ATL 1-6 Thinks with Creativity & Flexibility
Pretend to be somebody or something other than themselves. APL-4f	CCA 21-4 Participates in Dramatic Play
Pretend one object is really something different (use Legos® as food while stirring a pot). APL-4g	ATL 1-6 Thinks with Creativity & Flexibility CCA 21-4 Participates in Dramatic Play
Younger Preschoolers	
Offer new ideas about how to do or make things. APL-4h	ATL 1-6 Thinks with Creativity & Flexibility
Add new actions, props, or dress-up items to pretend play. APL-4i	ATL 1-6 Thinks with Creativity & Flexibility CCA 21-4 Participates in Dramatic Play
Use materials (e.g., art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in novel ways. APL-4j	CCA 21-1 Explores Art Media
Experiment with language, musical sounds, and movement. APL-4k	LC 7-3 Develops Phonemic Awareness CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance
Older Preschoolers	
Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l	CCA 21-4 Participates in Dramatic Play
Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m	CCA 21-4 Participates in Dramatic Play

Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n	ATL 1-6 Thinks with Creativity & Flexibility CCA 21-4 Participates in Dramatic Play
Make up stories, songs, or dances for fun during play. APL-4o	ATL 1-6 Thinks with Creativity & Flexibility CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance
Risk-Taking, Problem-Solving, and Flexibility	
Goal APL-5: Children are willing to try new and challenging experiences.	
Infants	
Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult. APL-5a	ATL 1-4 Is Curious
Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture tiny crumb with pincer grasp). APL-5b	ATL 1-5 Shows Initiative
Look to adult for cues and when reassured, proceed. APL- 5c	SED 5-1 Bonds with Adults
Younger Toddlers	
Try unfamiliar experiences and interact with new people, with a familiar adult nearby. APL-5d	ATL 1-4 Is Curious
Move away from a familiar adult to explore, but check in frequently. APL-5e	ATL 1-4 Is Curious SED 5-1 Bonds with Adults
Show interest in toys that offer a challenge and try to work them. APL-5f	ATL 1-4 Is Curious ATL 1-5 Shows Initiative
Older Toddlers	
Explore freely without a familiar adult nearby. APL-5g	ATL 1-4 Is Curious
Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide). APL-5h	ATL 1-6 Thinks with Creativity & Flexibility
Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, “I can do it.”). APL-5i	ATL 1-5 Shows Initiative SED 4-2 Becomes Confident
Want to do things their own way (say “Me do it!”, push an adult’s hand away if the person is trying to help). APL-5j	ATL 1-5 Shows Initiative SED 4-2 Becomes Confident
Younger Preschoolers	
Express a belief that they can do things that are hard. APL-5k	SED 4-2 Becomes Confident
Choose to participate in an increasing variety of familiar and new experiences. APL-5l	ATL 1-5 Shows Initiative
Accept new challenges when offered. APL-5m	ATL 1-6 Thinks with Creativity & Flexibility

Try things they are not sure they can do, while avoiding dangerous risks. APL-5n	ATL 1-5 Shows Initiative
Older Preschoolers	
Express a belief that they can do things that are hard. APL-5o	SED 4-2 Becomes Confident
Approach new experiences independently. APL-5p	ATL 1-5 Shows Initiative
Ask to participate in new experiences that they have observed or heard about. APL-5q	ATL 1-5 Shows Initiative
Independently seek new challenges. APL-5r	ATL 1-5 Shows Initiative
Goal APL-6: Children use a variety of strategies to solve problems.	
Infants	
Try one or two strategies to get what they want (make noise, move or reach toward things, reject unwanted item). APL-6a	CS 14-1 Solves Problems
Try a familiar action in a new activity (hit a button on a new toy, try to open a visitor's purse). APL-6b	CS 14-1 Solves Problems
Use trial and error to get something done, get what they want, or solve simple problems. APL-6c	CS 14-1 Solves Problems
Younger Toddlers	
Try one or two strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a toy from him/ her; try to put a ball in a box—if it will not fit, gets a bigger box). APL-6d	CS 14-1 Solves Problems
Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something). APL-6e	CS 14-1 Solves Problems
After unsuccessful attempt to solve a problem, ask for help from an adult (point, gesture, speak). APL-6f	SED 5-1 Bonds with Adults CS 14-1 Solves Problems
Vary actions on purpose to solve a problem (bang, then turn shape to fit in sorter; shake handle, then pull, to open a drawer). APL-6g	ATL 1-6 Thinks with Creativity & Flexibility CS 14-1 Solves Problems
Older Toddlers	
Try a variety of strategies to get what they want or solve a problem. APL-6h	ATL 1-6 Thinks with Creativity & Flexibility CS 14-1 Solves Problems
Use language to obtain help to solve a problem (tell adults, "My car broke."). APL-6i	LC 7-2 Develops Expressive Communication CS 14-1 Solves Problems
Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use, pile blocks on a towel and drag them across the	ATL 1-6 Thinks with Creativity & Flexibility

floor when there are too many to carry). APL-6j	
Younger Preschoolers	
Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). APL-6k	ATL 1-6 Thinks with Creativity & Flexibility SED 5-2 Learns from Adults CS 14-1 Solves Problems
Purposefully use a variety of strategies to solve different types of problems. APL-6l	CS 14-1 Solves Problems
Talk to themselves to work through the steps to solve a problem. APL-6m	CS 14-1 Solves Problems CS 14-3 Makes Plans
Older Preschoolers	
Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). APL-6n	ATL 1-6 Thinks with Creativity & Flexibility SED 5-2 Learns from Adults CS 14-1 Solves Problems
Describe the steps they will use to solve a problem. APL-6o	LC 7-2 Develops Expressive Communication CS 14-3 Makes Plans CS 14-4 Draws Conclusions and Sorts Results
Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p	CS 14-2 Makes Predictions CS 14-4 Draws Conclusions and Sorts Results
Explain how they solved a problem to another person. APL-6q	CS 14-4 Draws Conclusions and Sorts Results
Attentiveness, Effort, and Persistence	
Goal APL-7: Children demonstrate initiative.	
Infants	
Communicate with sounds or movements to indicate preferences (make excited sound for food they like, push away food they don't like). APL-7a	ATL 1-5 Shows Initiative LC 7-2 Develops Expressive Communication
Independently explore the different qualities of an object (notice the sound of a rattle, then be drawn to the “feel” of it, exploring it with mouth or hand). APL-7b	CS 13-1 Explores Objects
Younger Toddlers	
Express choices with actions or simple language (choose Cheerios® or a cracker). APL-7c	ATL 1-5 Shows Initiative LC 7-2 Develops Expressive Communication CS 14-3 Makes Plans
Seek to repeat experiences they enjoy or succeed at (do shape sorter over and over, climb up and down stairs). APL-7d	SED 4-2 Becomes Confident
Older Toddlers	
Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls). APL-7e	ATL 1-5 Shows Initiative

Show increasing interest in performing tasks independently (put on jacket and try to zip it up). APL-7f	ATL 1-5 Shows Initiative PMP 19-2 Develops Self-Care Skills
Show and/or tell others what they have done. APL-7g	SED 4-2 Becomes Confident
Younger Preschoolers	
Show increasing independence and purpose when making choices (“I want to go to blocks.”). APL-7h	ATL 1-5 Shows Initiative CS 14-3 Makes Plans
Express goals or plans and follow through on them (“I’m going to draw my house.”). APL-7i	CS 14-3 Makes Plans
Older Preschoolers	
Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”). APL-7j	ATL 1-5 Shows Initiative CS 14-3 Makes Plans
Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7k	CS 14-3 Makes Plans
Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”). APL-7l	CS 14-3 Makes Plans
Goal APL-8: Children maintain attentiveness and focus.	
Infants	
Focus and attend to people and things around them. APL-8a	ATL 1-1 Is Attentive
Repeat interesting actions over and over (push button to make toy pop up). APL-8b	ATL 1-3 Is Persistent
Notice when the expected does not happen. APL-8c	ATL 1-2 Develops Memory CS 14-2 Makes Predictions
Younger Toddlers	
Focus on self-selected activity for a short period of time (decide to play in the sandbox and stay there for a couple of minutes). APL-8d	ATL 1-1 Is Attentive
Focus on an interesting activity or interaction shared with adults for a short period of time. APL-8e	ATL 1-1 Is Attentive
Older Toddlers	
Focus on a person or a hands-on activity for a short period of time (participate in singing a song, stay focused long enough to build a block tower). APL-8f	ATL 1-1 Is Attentive

Keep working on interesting activities with other things going on around them. APL-8g	ATL 1-1 Is Attentive
Younger Preschoolers	
Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking). APL-8h	ATL 1-1 Is Attentive
Remain engaged in more complex activities that they have chosen. APL-8i	ATL 1-1 Is Attentive
Maintain focus and return to an activity after a break. APL-8j	ATL 1-1 Is Attentive
Older Preschoolers	
Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape). APL-8k	ATL 1-1 Is Attentive
Consistently remain engaged in self-directed activities. APL-8l	ATL 1-1 Is Attentive
Goal APL-9: Children persist at challenging activities.	
Infants	
Try over and over to make things happen (make sounds to get attention, work to get to something that is out of reach). APL-9a	ATL 1-3 Is Persistent
Younger Toddlers	
Keep trying to accomplish tasks that they are not able to do immediately (put on a jacket, engage a busy adult in play). APL-9b	ATL 1-3 Is Persistent
Older Toddlers	
Seek help from others to complete a challenging activity. APL-9c	ATL 1-3 Is Persistent SED 5-1 Bonds with Adults
Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit). APL-9d	ATL 1-3 Is Persistent
Younger Preschoolers	
Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9e	ATL 1-3 Is Persistent
When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9f	ATL 1-3 Is Persistent ATL 1-6 Thinks with Creativity & Flexibility CS 14-1 Solves Problems

Keep working to complete tasks, including those that are somewhat difficult. APL-9g	ATL 1-3 Is Persistent
Older Preschoolers	
Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h	ATL 1-3 Is Persistent
When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9i	ATL 1-3 Is Persistent ATL 1-6 Thinks with Creativity & Flexibility CS 14-1 Solves Problems
Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j	ATL 1-5 Shows Initiative CS 14-3 Makes Plans
Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). APL-9k	ATL 1-3 Is Persistent

Emotional and Social Development (ESD)	Vine Indicators
Developing a Sense of Self	
Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.	
Infants	
Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies). ESD-1a	SED 4-1 Develops Awareness of Self
Show interest in their image in a mirror (stare, smile, reach out to touch). ESD-1b	SED 4-1 Develops Awareness of Self
Respond to their name with sounds or movement. ESD-1c	ATL 1-4 Is Curious SED 4-1 Develops Awareness of Self
Express likes and dislikes (smile, cry, and protest). ESD-1d	SED 3-1 Expresses Emotion
Younger Toddlers	
Show awareness of specific body parts. ESD-1e	SED 4-1 Develops Awareness of Self
Recognize themselves in a mirror (point to self, make faces in mirror). ESD-1f	SED 4-1 Develops Awareness of Self
Express choices with gestures, signs, or words (select a toy they want). ESD-1g	ATL 1-5 Shows Initiative SED 4-1 Develops Awareness of Self
Older Toddlers	
Show awareness of some of their own characteristics and things they can do	SED 4-1 Develops Awareness of Self

(recognize themselves in pictures, say, "I help Daddy!"). ESD-1h	
Use their own name or a personal pronoun to refer to themselves (I, me, and mine). ESD-1i	SED 4-1 Develops Awareness of Self
Make choices and have favorite clothes, toys, and activities. ESD-1j	ATL 1-5 Shows Initiative CS 14-3 Makes Plans
Younger Preschoolers	
Describe self (characteristics that can be seen, things they can do, things they like, possessions). ESD-1k	SED 4-1 Develops Awareness of Self
Express a sense of belonging to a group (say "There's Kirby from my class," move to stand with own group upon request, "I am a girl."). ESD-1l	SED 4-1 Develops Awareness of Self
Use own first and last name. ESD-1m	SED 4-1 Develops Awareness of Self
Choose activities they like and name their favorite activities. ESD-1n	ATL 1-5 Shows Initiative CS 14-3 Makes Plans
Older Preschoolers	
Describe themselves in concrete ways, with greater detail and accuracy ("My eyes are brown." "I am tall."). ESD-1o	SED 4-1 Develops Awareness of Self
Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p	SED 4-1 Develops Awareness of Self
Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q	SED 4-2 Becomes Confident
Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.	
Infants	
Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound). ESD-2a	ATL 1-5 Shows Initiative CS 14-1 Solves Problems
Show pleasure at things they have done (wobble, coo, laugh). ESD-2b	SED 3-1 Expresses Emotion
Explore the environment with support from a familiar, trusted adult. ESD-2c	CS 13-1 Explores Objects
Younger Toddlers	
Explore the environment on their own, but check in with a familiar, trusted adult occasionally. ESD-2d	CS 13-1 Explores Objects SED 5-1 Bonds with Adults
Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal (move closer to reach an object they want). ESD-2e	SED 4-2 Becomes Confident

Bring others things they like or show them things they have done. ESD-2f	SED 4-2 Becomes Confident
Older Toddlers	
Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2g	SED 4-2 Becomes Confident
Explore the environment independently to satisfy their own interests (seek out toy or favorite materials). ESD-2h	ATL 1-5 Shows Initiative CS 14-3 Makes Plans
Show confidence in their abilities through actions and/or language (try to lift a heavy object, say, "I'm strong!"). ESD-2i	SED 4-2 Becomes Confident
Attempt to reach goals without help from others (push adult away, say "Me do it myself!"). ESD-2j	ATL 1-5 Shows Initiative SED 4-2 Becomes Confident
Younger Preschoolers	
Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2k	SED 4-2 Becomes Confident
Express the belief that they can do many things. ESD-2l	SED 4-2 Becomes Confident
Try new activities and attempt new challenges. ESD-2m	ATL 1-5 Shows Initiative SED 4-2 Becomes Confident
Older Preschoolers	
Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n	SED 4-2 Becomes Confident
Express the belief that they can do many things. ESD-2o	SED 4-2 Becomes Confident
Stick with tasks even when they are challenging. ESD-2p	ATL 1-3 Is Persistent
Express opinions about their abilities in different areas ("I'm a good friend." "I can run fast." "I know all my letters!"). ESD-2q	SED 4-2 Becomes Confident
Developing a Sense of Self With Others	
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.	
Infants	
Enjoy being held, cuddled, and talked to by familiar adults. ESD-3a	SED 5-1 Bonds with Adults
Recognize and reach out to familiar people. ESD-3b	SED 5-1 Bonds with Adults

Seek to be near their caregivers; stop crying when they come near. ESD-3c	SED 3-2 Manages Feelings & Demonstrates Self-Control SED 5-1 Bonds with Adults
Show signs of separation anxiety when a familiar caregiver leaves. ESD-3d	SED 5-1 Bonds with Adults
Make eye contact with others. ESD-3e	ATL 1-1 Is Attentive
Imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for “so big”). ESD-3f	SED 5-2 Learns from Adults
Younger Toddlers	
Show preference for and emotional connection with adults who take care of them on a regular basis (“check in” with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult leaves). ESD-3g	SED 5-1 Bonds with Adults
Offer toys and objects to familiar adults. ESD-3h	SED 5-1 Bonds with Adults
Older Toddlers	
Form close relationships with their primary caregivers and other familiar adults. ESD-3i	SED 5-1 Bonds with Adults
Seek help from trusted adults when upset (when fearful or having difficulty with something). ESD-3j	SED 3-2 Manages Feelings & Demonstrates Self-Control SED 5-1 Bonds with Adults
Are less likely to get upset when primary caregiver is with them. ESD-3k	SED 3-2 Manages Feelings & Demonstrates Self-Control SED 5-1 Bonds with Adults
Use words to influence caregivers’ behavior (ask for help, talk about something they want the adult to do). ESD-3l	SED 3-1 Expresses Emotion SED 5-1 Bonds with Adults
Younger Preschoolers	
Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval). ESD-3m	SED 5-1 Bonds with Adults
Show affection for adults they are close to. ESD-3n	SED 5-1 Bonds with Adults
Given time, form positive relationships with new teachers or caregivers. ESD-3o	SED 5-1 Bonds with Adults
Show ease and comfort in their interactions with familiar adults. ESD-3p	SED 5-1 Bonds with Adults
Older Preschoolers	
Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval). ESD-3q	SED 5-1 Bonds with Adults
Form positive relationships with new teachers or caregivers over time. ESD-3r	SED 5-1 Bonds with Adults

Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3s	SED 5-1 Bonds with Adults LC 7-2 Develops Expressive Communication
Goal ESD-4: Children form relationships and interact positively with other children.	
Infants	
Notice other infants and children (look at them, turn in other's direction, reach for them, touch them). ESD-4a	SED 6-2 Bonds with Peers
Younger Toddlers	
Show pleasure at the arrival of familiar peers. ESD-4b	SED 6-2 Bonds with Peers
Enjoy playing alongside other children. ESD-4c	SED 6-2 Bonds with Peers
Imitate actions of older siblings and playmates. ESD-4d	SED 6-2 Bonds with Peers
Offer toys and objects to other children. ESD-4e	SED 6-1 Builds Empathy
Older Toddlers	
Show affection or preference for particular children (spontaneously hug, want to play, call other child a friend). ESD-4f	SED 6-2 Bonds with Peers
Remember and use names of familiar playmates. ESD-4g	SED 6-2 Bonds with Peers
Use appropriate words to influence playmates' behavior ("Play with me." "Stop hitting me."). ESD-4h	SED 6-2 Bonds with Peers SED 6-3 Cooperates with Peers LC 7-2 Develops Expressive Communication
Participate in play with other children. ESD-4i	SED 6-2 Bonds with Peers
Show positive emotion and turn taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys). ESD-4j	SED 6-3 Cooperates with Peers
Younger Preschoolers	
Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing). ESD-4k	SED 6-2 Bonds with Peers SED 6-3 Cooperates with Peers
Form and maintain friendships with a few other children. ESD-4l	SED 6-2 Bonds with Peers
Identify another child as a friend. ESD-4m	SED 6-2 Bonds with Peers
Approach other children easily, expecting positive interactions. ESD-4n	SED 6-2 Bonds with Peers SED 6-3 Cooperates with Peers
Show ease and comfort in their interactions with familiar children. ESD-4o	SED 6-2 Bonds with Peers
Older Preschoolers	
Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing). ESD-4p	SED 6-3 Cooperates with Peers

Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q	SED 6-2 Bonds with Peers
Seek and give support with children they identify as friends. ESD-4r	SED 6-1 Builds Empathy SED 6-2 Bonds with Peers
Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s	SED 6-3 Cooperates with Peers LC 7-2 Develops Expressive Communication
Play and interact cooperatively with other children (work on project together, exchange ideas). ESD-4t	SED 6-3 Cooperates with Peers
Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.	
Younger Toddlers	
Use gestures, sounds, objects, or words to get another person to do something (bring box to adult to be opened, make noise to get someone to look). ESD-5a	SED 6-3 Cooperates with Peers LC 7-2 Develops Expressive Communication
Follow simple directions some of the time. ESD-5b	LC 7-1 Develops Receptive Communication
Control impulses some of the time (look at forbidden object and say, "No, no," allow adult to direct them to a different activity). ESD-5c	SED 3-2 Manages Feelings & Demonstrates Self-Control
Accept adult help to resolve problems and conflicts, and cooperate when an adult redirects them from a situation that poses a problem. ESD-5d	ATL 2-2 Shows Responsibility SED 3-2 Manages Feelings & Demonstrates Self-Control
Older Toddlers	
Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5e	ATL 2-1 Understands Routines ATL 2-2 Shows Responsibility
Adjust their behavior to fit different situations (tiptoe near a sleeping baby, use a quiet voice inside, runs outside). ESD-5f	ATL 1-6 Thinks with Creativity & Flexibility
Evaluate their own and others' actions as right or wrong (pointing out another child is climbing on the table). ESD-5g	ATL 2-2 Shows Responsibility SED 3-2 Manages Feelings & Demonstrates Self-Control
Show caring and cooperation (help to put away toys, offer to help another person). ESD-5h	SED 6-1 Builds Empathy SED 6-3 Cooperates with Peers
Wait for a short time to get what they want (a turn with a toy, a snack), with guidance and support. ESD-5i	SED 3-2 Manages Feelings & Demonstrates Self-Control
Accept "no" without getting overly upset. ESD-5j	SED 3-2 Manages Feelings & Demonstrates Self-Control
Younger Preschoolers	

Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5k	ATL 2-1 Understands Routines ATL 2-2 Shows Responsibility
Often make requests clearly and effectively. ESD-5l	LC 7-2 Develops Expressive Communication
Show awareness that their actions affect others (move carefully around classmate's block structure). ESD-5m	ATL 2-2 Shows Responsibility SED 6-1 Builds Empathy SED 6-3 Cooperates with Peers
Wait for a short time to get what they want (a turn with a toy, a snack). ESD-5n	SED 3-2 Manages Feelings & Demonstrates Self-Control
Work to resolve conflicts effectively, with guidance and support. ESD-5o	SED 6-3 Cooperates with Peers
Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures. ESD-5p	SED 4-1 Develops Awareness of Self SED 6-1 Builds Empathy SS 16-1 Explores Cultures
Older Preschoolers	
Follow social rules, transitions, and routines that have been explained to them. ESD-5q	ATL 2-1 Understands Routines ATL 2-2 Shows Responsibility
Make requests clearly and effectively most of the time. ESD-5r	LC 7-2 Develops Expressive Communication
Balance their own needs with those of others in the group. ESD-5s	SED 3-2 Manages Feelings & Demonstrates Self-Control SED 6-3 Cooperates with Peers
Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5t	SED 6-3 Cooperates with Peers
Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5u	SED 6-3 Cooperates with Peers
Express respect and caring for all people, including people with disabilities and those from different cultures. ESD-5v	SED 6-1 Builds Empathy SED 6-3 Cooperates with Peers SS 16-1 Explores Cultures
Learning About Feelings	
Goal ESD-6: Children identify, manage, and express their feelings.	
Infants	
Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice. ESD-6a	SED 3-1 Expresses Emotion
Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss). ESD-6b	SED 3-1 Expresses Emotion
Soothe themselves (suck thumb or pacifier, shift attention, snuggle with soft toy). ESD-6c	SED 3-2 Manages Feelings & Demonstrates Self-Control
Younger Toddlers	

Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice. ESD-6d	SED 3-1 Expresses Emotion
Use body language, facial expression, and sometimes words to communicate feelings (clap when happy, pout and hunch shoulders when sad, shout "Whee!" when excited). ESD-6e	SED 3-1 Expresses Emotion LC 7-2 Develops Expressive Communication
Separate from parent or main caregiver without being overcome by stress. ESD-6f	SED 3-2 Manages Feelings & Demonstrates Self-Control
Find comfort and calm down in a familiar setting or with a familiar person. ESD-6g	SED 3-2 Manages Feelings & Demonstrates Self-Control
Older Toddlers	
Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6h	SED 3-1 Expresses Emotion
Communicate to make needs known. ESD-6i	SED 3-1 Expresses Emotion LC 7-2 Develops Expressive Communication
Manage emotions and control impulses with guidance and support (Say "I don't like that!" instead of hitting; wait by door instead of running ahead when excited to go out). ESD-6j	SED 3-2 Manages Feelings & Demonstrates Self-Control
Display emotional outbursts less often. ESD-6k	SED 3-2 Manages Feelings & Demonstrates Self-Control
Younger Preschoolers	
Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6l	SED 3-1 Expresses Emotion
Use a variety of words or signs to express and manage feelings more clearly. ESD-6m	SED 3-1 Expresses Emotion SED 3-2 Manages Feelings & Demonstrates Self-Control LC 7-2 Develops Expressive Communication
Describe reasons for their feelings ("I'm sad because Grandma's leaving." "That makes me mad when you do that!"). ESD-6n	SED 3-1 Expresses Emotion LC 7-2 Develops Expressive Communication
Older Preschoolers	
Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6o	SED 3-1 Expresses Emotion
Independently manage and express feelings effectively most of the time. ESD-6p	SED 3-2 Manages Feelings & Demonstrates Self-Control

Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”). ESD-6q	SED 3-1 Expresses Emotion LC 7-4 Expands Vocabulary
Give reasons for their feelings that may include thoughts and beliefs as well as outside events (“I’m happy because I wanted to win and I did.”). ESD-6r	SED 3-1 Expresses Emotion
Use problem-solving strategies when feeling angry or frustrated. ESD-6s	SED 3-2 Manages Feelings & Demonstrates Self-Control
Goal ESD-7: Children recognize and respond to the needs and feelings of others.	
Infants	
Become upset when another infant is crying. ESD-7a	SED 6-1 Builds Empathy
Respond differently to positive vs. negative emotional expressions of others. ESD-7b	SED 6-1 Builds Empathy
Younger Toddlers	
Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7c	SED 6-1 Builds Empathy
Look at familiar caregivers to see how the caregiver is feeling (do something wrong and look to see if the caregiver is angry, bump head and start crying after the caregiver expresses concern/tries to comfort). ESD-7d	SED 3-2 Manages Feelings & Demonstrates Self-Control SED 5-1 Bonds with Adults SED 5-2 Learns from Adults
Match their tone and emotions to that of others during interactions. ESD-7e	SED 6-1 Builds Empathy
Older Toddlers	
Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7f	SED 6-1 Builds Empathy
Communicate concern for others (share a toy with someone who doesn’t have one, ask, “Are you OK?”). ESD-7g	SED 6-1 Builds Empathy
Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). ESD-7h	SED 6-1 Builds Empathy
Recognize facial expressions or actions associated with different emotions. ESD-7i	SED 3-1 Expresses Emotion
Younger Preschoolers	
Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7j	SED 6-1 Builds Empathy

Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). ESD-7k	SED 6-1 Builds Empathy
Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). ESD-7l	SED 6-1 Builds Empathy
Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't."). ESD-7m	SED 6-1 Builds Empathy
Older Preschoolers	
Communicate understanding and empathy for others' feelings. ESD-7n	SED 6-1 Builds Empathy
Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). ESD-7o	SED 6-1 Builds Empathy SED 6-3 Cooperates with Peers
Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p	ATL 2-2 Shows Responsibility SED 3-2 Manages Feelings & Demonstrates Self-Control SED 6-3 Cooperates with Peers

Health and Physical Development (HPD)	
Physical Health and Growth	
Goal HPD-1: Children develop healthy eating habits.	
Infants	
Show interest in feeding routines. HPD-1a	PMP 19-1 Develops Meal Time Independence
Help with feeding themselves (eat finger foods, hold bottle). HPD-1b	PMP 19-1 Develops Meal Time Independence
Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full). HPD-1c	PMP 19-1 Develops Meal Time Independence
Show food preferences. HPD-1d	PMP 19-1 Develops Meal Time Independence
Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away). HPD-1e	PMP 19-1 Develops Meal Time Independence
Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food. HPD-1f	PMP 19-1 Develops Meal Time Independence
Younger Toddlers	
Try new foods. HP1-g	PMP 19-1 Develops Meal Time Independence PMP 20-1 Learns about Nutrition
Feed themselves with some assistance (may use hands, utensils or cups). HPD-1h	PMP 19-1 Develops Meal Time Independence

Ask for or accept food when hungry. HPD-1i	PMP 19-1 Develops Meal Time Independence
Eat enough to meet nutritional needs, even when amount or type of food varies over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others). HPD-1j	PMP 20-1 Learns about Nutrition
Eat a variety of small pieces of age-appropriate table foods. HPD-1k	PMP 20-1 Learns about Nutrition
Older Toddlers	
Try new foods. HPD-1l	PMP 20-1 Learns about Nutrition
Feed themselves using utensils and hands. HPD-1m	PMP 19-1 Develops Meal Time Independence
Accept or refuse food depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food). HPD-1n	PMP 19-1 Develops Meal Time Independence
Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples). HPD-1o	LC 7-2 Develops Expressive Communication PMP 20-1 Learns about Nutrition
Younger Preschoolers	
Try new foods. HPD-1p	PMP 20-1 Learns about Nutrition
Feed themselves with utensils independently. HPD-1q	PMP 19-1 Develops Meal Time Independence
Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some are not healthy (potato chips, soda). HPD-1r	LC 7-2 Develops Expressive Communication PMP 20-1 Learns about Nutrition
Older Preschoolers	
Try new foods. HPD-1s	PMP 20-1 Learns about Nutrition
Feed themselves with utensils independently. HPD-1t	PMP 19-1 Develops Meal Time Independence
Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u	PMP 20-1 Learns about Nutrition
Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v	LC 7-2 Develops Expressive Communication PMP 20-1 Learns about Nutrition
Name foods and beverages that help to build healthy bodies. HPD-1w	LC 7-4 Expands Vocabulary PMP 20-1 Learns about Nutrition
Goal HPD-2: Children engage in active physical play indoors and outdoors.	
Infants	
Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over). HPD-2a	PMP 17-1 Develops Perception & Balance PMP 17-2 Develops Lower Body Strength PMP 17-3 Develops Upper Body Strength

Move their bodies to explore the indoor and outdoor environment. HPD-2b	PMP 17-1 Develops Perception & Balance
Develop strength and stamina by continuing movements over short periods of time. HPD-2c	P PMP 17-3 Develops Upper Body Strength PMP 17-2 Develops Lower Body Strength
Younger Toddlers	
Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving). HPD-2d	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Anticipate and ask for outdoor play (point at door and say, "Out!", resist coming indoors). HPD-2e	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over). HPD-2f	PMP 17-1 Develops Perception & Balance PMP 17-2 Develops Lower Body Strength PMP 17-3 Develops Upper Body Strength
Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time. HPD-2g	PMP 17-2 Develops Lower Body Strength PMP 17-3 Develops Upper Body Strength PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Older Toddlers	
Develop strength and stamina by spending moderate periods of time playing vigorously. HPD-2h	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Show satisfaction with new active skills and strengths (ask others to watch them, say, "I'm big and strong!"). HPD-2i	SED 4-2 Becomes Confident
With guidance and support, transition from active to quiet activities. HPD-2j	ATL 1-6 Thinks with Creativity & Flexibility
Younger Preschoolers	
Develop strength and stamina by spending moderate periods of time playing vigorously. HPD-2k	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Choose a variety of structured and unstructured physical activities indoors and outdoors. HPD-2l	CS 14-3 Makes Plans PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). HPD-2m	PMP 17-4 Develops Gross Hand-Eye Coordination PMP 17-5 Develops Large Motor Coordination Skills
Transition from active to quiet activities with limited guidance and support. HPD-2n	ATL 1-6 Thinks with Creativity & Flexibility
Older Preschoolers	
Develop strength and stamina by spending extended periods of time playing vigorously. HPD-2o	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times

Communicate ways exercise keeps us healthy and makes us feel good. HPD-2p	LC 7-2 Develops Expressive Communication
Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2q	PMP 17-5 Develops Large Motor Coordination Skills PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Transition independently from active to quiet activities most of the time. HPD-2r	ATL 1-6 Thinks with Creativity & Flexibility
Goal HPD-3: Children develop healthy sleeping habits.	
Infants	
Sleep for longer periods at a time (more at night, and less during the day). HPD-3a	SS 16-2 Understands Time
Settle down and fall asleep after a routine that includes a familiar series of events. HPD-3b	SS 16-2 Understands Time
Develop a personal sleep routine or pattern. HPD-3c	SS 16-2 Understands Time
Younger Toddlers	
Cooperate with sleep routines (choose a book, get preferred sleep toy). HPD-3d	PMP 19-4 Develops Naptime Independence
Use simple sounds, gestures, or words to show they are tired (say, "Night, night."). HPD-3e	LC 7-2 Develops Expressive Communication PMP 19-4 Develops Naptime Independence
Older Toddlers	
Use language about sleep (say, "Time for bed," after clearing lunch things; give sign for sleep). HPD-3f	LC 7-2 Develops Expressive Communication
With guidance, participate in sleep routines (wash hands after lunch, get blanket, lie down on bed or mat). HPD-3g	PMP 19-4 Develops Naptime Independence
Fall asleep on their own. HPD-3h	PMP 19-4 Develops Naptime Independence
Younger Preschoolers	
Recognize and communicate signs of being tired. HPD-3i	LC 7-2 Develops Expressive Communication PMP 19-4 Develops Naptime Independence
With increasing independence, start and participate in sleep routines. HPD-3j	PMP 19-4 Develops Naptime Independence
Older Preschoolers	
Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k	LC 7-2 Develops Expressive Communication
Independently start and participate in sleep routines most of the time. HPD-3l	PMP 19-4 Develops Naptime Independence
Motor Development	
Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.	
Infants	

Gain control of arm and leg movements. HPD-4a	PMP 17-2 Develops Lower Body Strength PMP 17-3 Develops Upper Body Strength
Maintain upright posture when sitting and standing. HPD-4b	PMP 17-1 Develops Perception & Balance
Move in and out of various positions by rolling, pushing up, and pulling to stand. HPD-4c	PMP 17-1 Develops Perception & Balance
Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk). HPD-4d	PMP 17-1 Develops Perception & Balance
Younger Toddlers	
Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor). HPD-4e	PMP 17-1 Develops Perception & Balance
Move their arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps). HPD-4f	PMP 17-5 Develops Large Motor Coordination Skills
Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker). HPD-4g	PMP 17-2 Develops Lower Body Strength PMP 17-5 Develops Large Motor Coordination Skills
Older Toddlers	
Move their arms and legs to complete a task (kick, jump, step, pedal, push away). HPD-4h	PMP 17-5 Develops Large Motor Coordination Skills
Move through the world with a variety of movements and with increasing independence (run, jump, pedal). HPD-4i	PMP 17-1 Develops Perception & Balance PMP 17-5 Develops Large Motor Coordination Skills
Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide). HPD-4j	PMP 17-3 Develops Upper Body Strength PMP 17-4 Develops Gross Hand-Eye Coordination PMP 17-5 Develops Large Motor Coordination Skills
Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps). HPD-4k	PMP 17-5 Develops Large Motor Coordination Skills
Younger Preschoolers	
Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. HPD-4l	PMP 17-1 Develops Perception & Balance PMP 17-5 Develops Large Motor Coordination Skills
Refine movements and show generally good coordination (e.g., throwing and catching). HPD-4m	PMP 17-5 Develops Large Motor Coordination Skills
Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology). HPD-4n	PMP 17-3 Develops Upper Body Strength PMP 17-4 Develops Gross Hand-Eye Coordination

Move their bodies in space with good coordination (running, hopping in place, galloping). HPD-4o	PMP 17-5 Develops Large Motor Coordination Skills
Older Preschoolers	
Coordinate movement of upper and lower body. HPD-4p	PMP 17-4 Develops Gross Hand-Eye Coordination
Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q	PMP 17-1 Develops Perception & Balance PMP 17-4 Develops Gross Hand-Eye Coordination
Move quickly through the environment and be able to stop (run fast, pedal fast). HPD-4r	PMP 17-2 Develops Lower Body Strength
Show awareness of own body in relation to other people and objects while moving through space. HPD-4s	CM 12-2 Develops Spatial Awareness PMP 17-1 Develops Perception & Balance
Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.	
Infants	
Use both hands to swipe at, reach for, grasp, hold, shake, and release objects. HPD-5a	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills PMP 18-2 Develops Fine Hand-Eye Coordination
Transfer objects from one hand to the other. HPD-5b	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Use a pincer grasp to pick up an object with finger and thumb. HPD-5c	PMP 18-2 Develops Fine Hand-Eye Coordination
Younger Toddlers	
Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball). HPD-5d	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers). HPD-5e	PMP 18-2 Develops Fine Hand-Eye Coordination
Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling). HPD-5f	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Older Toddlers	
Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time). HPD-5g	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters). HPD-5h	PMP 18-2 Develops Fine Hand-Eye Coordination
Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel). HPD-5i	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Younger Preschoolers	

Draw simple shapes and figures (square for block, circles). HPD-5j	LKS 9-1 Develops Emergent Writing PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Engage in activities that require hand-eye coordination (build with manipulatives, mold PlayDoh®, work puzzles with smaller pieces). HPD-5k	PMP 18-2 Develops Fine Hand-Eye Coordination
Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools). HPD-5l	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Older Preschoolers	
Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m	LKS 9-1 Develops Emergent Writing PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n	PMP 18-2 Develops Fine Hand-Eye Coordination
Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5o	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Self-Care	
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.	
Infants	
Use different sounds to let caregivers know they need attention. HPD-6a	PMP 19-2 Develops Self-Care Skills
Begin to soothe themselves (suck thumb, find pacifier, reach for a security object). HPD-6b	SED 3-2 Manages Feelings & Demonstrates Self-Control
Younger Toddlers	
Use gestures, words, or sign language to communicate what they need. HPD-6c	SED 3-1 Expresses Emotion LC 7-2 Develops Expressive Communication
Use objects and follow routines that are comforting (get their blanket and lie down where they usually sleep, pick out favorite book to be read before lunch). HPD-6d	SED 3-2 Manages Feelings & Demonstrates Self-Control
Older Toddlers	
Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6e	LC 7-2 Develops Expressive Communication
Soothe themselves when needed (find a quiet area for alone time, look at book before nap). HPD-6f	SED 3-2 Manages Feelings & Demonstrates Self-Control

Younger Preschoolers	
Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6g	LC 7-2 Develops Expressive Communication
Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner). HPD-6h	SED 3-2 Manages Feelings & Demonstrates Self-Control
Older Preschoolers	
Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i	LC 7-2 Develops Expressive Communication
Consistently use strategies to calm themselves when needed. HPD-6j	SED 3-2 Manages Feelings & Demonstrates Self-Control
Goal HPD-7: Children develop independence in caring for themselves and their environment.	
Infants	
Tolerate care routines (mouth care, handwashing, diapering, dressing, and bathing). HPD-7a	PMP 19-2 Develops Self-Care Skills
Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing). HPD-7b	ATL 2-1 Understands Routines PMP 19-2 Develops Self-Care Skills
Younger Toddlers	
Cooperate and help with care routines and cleanup (mouth-care, hand-washing, diapering, dressing, bathing). HPD-7c	ATL 2-1 Understands Routines PMP 19-2 Develops Self-Care Skills
Drink from a cup and feed themselves with their fingers or a spoon. HPD-7d	PMP 19-1 Develops Meal Time Independence
Older Toddlers	
Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7e	PMP 19-2 Develops Self-Care Skills
Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show an interest in toileting). HPD-7f	PMP 19-2 Develops Self-Care Skills
Feed themselves with a spoon. HPD-7g	PMP 19-1 Develops Meal Time Independence
Help with meal and snack routines. HPD-7h	PMP 19-1 Develops Meal Time Independence
Take care of objects (put toys away, handle materials carefully, water plants or garden). HPD-7i	ATL 2-2 Shows Responsibility CS 15-2 Develops an Understanding of and Care for the Natural World
Younger Preschoolers	
Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7j	PMP 19-2 Develops Self-Care Skills

Dress and undress themselves with occasional assistance. HPD-7k	PMP 19-2 Develops Self-Care Skills
Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow). HPD-7l	PMP 19-2 Develops Self-Care Skills
Serve food for themselves. HPD-7m	PMP 19-1 Develops Meal Time Independence
Help with routine care of the indoor and outdoor learning environment (recycle, care for garden). HPD-7n	ATL 2-2 Shows Responsibility CS 15-2 Develops an Understanding of and Care for the Natural World
Name people who help children stay healthy. HPD-7o	LC 7-4 Expands Vocabulary
Older Preschoolers	
Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7p	PMP 19-2 Develops Self-Care Skills
Dress and undress themselves independently. HPD-7q	PMP 19-2 Develops Self-Care Skills
Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). HPD-7r	PMP 19-2 Develops Self-Care Skills
Eat with a fork. HPD-7s	PMP 19-1 Develops Meal Time Independence
Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7t	CS 15-2 Develops an Understanding of and Care for the Natural World ATL 2-2 Shows Responsibility
Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7u	LC 7-2 Develops Expressive Communication
Safety Awareness	
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.	
Infants	
Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers). HPD-8a	SED 5-2 Learns from Adults PMP 20-2 Learns Safety Rules
Notice and imitate adults' reactions to new people and situations. HPD-8b	PMP 20-2 Learns Safety Rules
Younger Toddlers	
Watch for adult reactions to unfamiliar things or situations that might be dangerous. HPD-8c	SED 5-2 Learns from Adults PMP 20-2 Learns Safety Rules
Show some caution about unfamiliar and/or unsafe situations. HPD-8d	PMP 20-2 Learns Safety Rules
Respond to simple warnings that prevent harm ("Stop!" "Hot!" "Wait!"). HPD-8e	LC 7-1 Develops Receptive Communication
Older Toddlers	
Remember cause and effect experiences and apply their experiences to future situations	CS 14-2 Makes Predictions

(avoid touching cold railing, walk slowly down steep hill where fall happened). HPD-8f	
Increase self-control over their impulses (remind self not to touch something; wait for adult vs. running ahead). HPD-8g	SED 3-2 Manages Feelings & Demonstrates Self-Control
With guidance, recognize and avoid situations that might cause harm. HPD-8h	PMP 20-2 Learns Safety Rules
Younger Preschoolers	
Know what their bodies can do, and play within their abilities to avoid injury to self or others. HPD-8i	SED 4-1 Develops Awareness of Self PMP 17-5 Develops Large Motor Coordination Skills
Usually recognize and avoid objects and situations that might cause harm. HPD-8j	PMP 20-2 Learns Safety Rules
Usually follow basic safety rules. HPD-8k	PMP 20-2 Learns Safety Rules
Call a trusted adult when someone gets injured or is in an unsafe situation. HPD-8l	SED 5-1 Bonds with Adults PMP 20-2 Learns Safety Rules
Older Preschoolers	
Avoid potentially dangerous behaviors. HPD-8m	PMP 20-2 Learns Safety Rules
Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm. HPD-8n	PMP 20-2 Learns Safety Rules
Independently follow basic safety rules. HPD-8o	PMP 20-2 Learns Safety Rules
Identify people who can help them in the community (police, firefighter, nurse). HPD-8p	SS 16-4 Learns about Community Roles and Jobs

Language Development and Communication (LDC)	Vine Indicators
Learning to Communicate	
Goal LDC-1: Children understand communications from others.	
Infants	
Engage in individual and reciprocal sound exploration and play (make “raspberries” or other sounds with someone). LDC-1a	LC 7-2 Develops Expressive Communication
Show interest in voices, and focus on speech directed at them. LDC-1b	LC 7-1 Develops Receptive Communication
Respond to different tones in speech directed at them. LDC-1c	LC 7-1 Develops Receptive Communication
Respond to simple requests (“Come here.” or “Do you want more?”). LDC-1d	LC 7-1 Develops Receptive Communication
Younger Toddlers	
Respond to others by using words or signs. LDC-1e	LC 7-1 Develops Receptive Communication LC 7-2 Develops Expressive Communication

Respond to gestures, facial expressions, tone of voice, and some words that show emotions. LDC-1f	LC 7-1 Develops Receptive Communication LC 7-6 Learns Conversation Structure
Follow simple directions and/or visual cues (“Put your pillow on the mat.” “Please sit by me.”). LDC-1g	LC 7-1 Develops Receptive Communication
Older Toddlers	
Respond when others talk to them, using a larger variety of words or signs. LDC-1h	LC 7-1 Develops Receptive Communication LC 7-2 Develops Expressive Communication LC 7-6 Learns Conversation Structure
Respond to gestures, facial expressions, tone of voice, and some words that show emotions. LDC-1i	LC 7-1 Develops Receptive Communication
Follow two-step directions with visual cues if needed (“Pick up the paper and put it in the trash.” “Get your cup and put it on the table.”). LDC-1j	LC 7-1 Develops Receptive Communication
Younger Preschoolers	
Show understanding of increasingly complex sentences. LDC-1k	LC 7-1 Develops Receptive Communication
With prompting and support, respond to requests for information or action. LDC-1l	LC 7-1 Develops Receptive Communication
Follow simple multistep directions with visual cues if needed. LDC-1m	LC 7-1 Develops Receptive Communication
Older Preschoolers	
Show understanding of increasingly complex sentences. LDC-1n	LC 7-1 Develops Receptive Communication
Respond to requests for information or action. LDC-1o	LC 7-1 Develops Receptive Communication
Follow more detailed multistep directions. LDC-1p	LC 7-1 Develops Receptive Communication
Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.	
Infants	
Respond differently to facial expressions and tones of voice. LDC-2a	LC 7-1 Develops Receptive Communication
Pay brief attention to the same object the caregiver is looking at. LDC-2b	SED 5-2 Learns from Adults
Engage in turn taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear). LDC-2c	LC 7-1 Develops Receptive Communication
Younger Toddlers	

Establish joint attention by looking at an object, at their caregiver, and back at the object. LDC-2d	LC 7-6 Learns Conversation Structure
Respond to and initiate dialogue with another person. LDC-2e	LC 7-6 Learns Conversation Structure
Use movement or behavior to initiate interaction with another person. LDC-2f	LC 7-6 Learns Conversation Structure
Older Toddlers	
Engage in short dialogues of a few turns. LDC-2g	LC 7-6 Learns Conversation Structure
Ask questions or use verbal or nonverbal cues to initiate communication with another. LDC-2h	LC 7-6 Learns Conversation Structure
Younger Preschoolers	
Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication). LDC-2i	LC 7-1 Develops Receptive Communication LC 7-6 Learns Conversation Structure
Initiate and carry on conversations, and ask questions about things that interest them. LDC-2j	LC 7-6 Learns Conversation Structure
With prompting and support, make comments and ask questions related to the topic of discussion. LDC-2k	LC 7-2 Develops Expressive Communication LC 7-6 Learns Conversation Structure
Older Preschoolers	
Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l	LC 7-1 Develops Receptive Communication LC 7-6 Learns Conversation Structure
Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m	LC 7-6 Learns Conversation Structure
Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n	LC 7-6 Learns Conversation Structure
Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o	LC 7-6 Learns Conversation Structure
Appreciate and use humor. LDC-2p	ATL 1-6 Thinks with Creativity & Flexibility LC 7-6 Learns Conversation Structure
Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Younger Toddlers	

Respond to simple statements and questions about pictures, play, people, and things that are happening. LDC-3a	LC 7-1 Develops Receptive Communication LC 7-2 Develops Expressive Communication LC 7-6 Learns Conversation Structure
Older Toddlers	
Answer simple questions (“What is she doing?” “What happened to the bear in the story?”). LDC-3b	LC 7-1 Develops Receptive Communication LC 7-6 Learns Conversation Structure
Use simple sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information. LDC-3c	LC 7-2 Develops Expressive Communication
Younger Preschoolers	
Answer longer questions using more detail. LDC-3d	LC 7-2 Develops Expressive Communication LC 7-4 Expands Vocabulary
Use sentences or questions to ask for things (people, actions, objects, pets) or gain information. LDC-3e	LC 7-2 Develops Expressive Communication
Older Preschoolers	
Answer more complex questions with more explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”). LDC-3f	LC 7-2 Develops Expressive Communication
Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g	LC 7-2 Develops Expressive Communication
Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.	
Infants	
Repeat actions that mean something specific (lift arms to be picked up, point at desired toys). LDC-4a	ATL 2-1 Understands Routines
Make different sounds for different purposes (whimper when wet, cry loudly when hungry). LDC-4b	SED 3-1 Expresses Emotion LC 7-2 Develops Expressive Communication
“Jabber” and pretend to talk using many sounds or signs from the languages used around them. LDC-4c	LC 7-2 Develops Expressive Communication
Younger Toddlers	
Communicate through facial expressions, sounds, and body movements. LDC-4d	LC 7-2 Develops Expressive Communication
Expect others to understand them and show frustration, often through their behavior, if not understood. LDC-4e	LC 7-2 Develops Expressive Communication
Older Toddlers	
Communicate messages with expression, tone, and inflection. LDC-4f	LC 7-2 Develops Expressive Communication

Use speech that is understood most of the time by familiar listeners. LDC-4g	LC 7-5 Expands Grammar and Pronunciation
Younger Preschoolers	
Communicate messages with expression, tone, and inflection appropriate to the situation. LDC-4h	LC 7-2 Develops Expressive Communication
Speak clearly enough to be understood by familiar adults and children. LDC-4i	LC 7-2 Develops Expressive Communication LC 7-5 Expands Grammar and Pronunciation
Older Preschoolers	
Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4j	LC 7-2 Develops Expressive Communication
Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4k	LC 7-6 Learns Conversation Structure
Speak clearly enough to be understood by most people. LDC-4l	LC 7-5 Expands Grammar and Pronunciation
Goal LDC-5: Children describe familiar people, places, things, and events.	
Younger Toddlers	
Act out familiar scenes and events, and imitate familiar people. LDC-5a	CCA 21-4 Participates in Dramatic Play
Older Toddlers	
Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. LDC-5b	LC 7-2 Develops Expressive Communication
Use dramatic play to act out familiar scenes and events, and imitate familiar people. LDC-5c	CCA 21-4 Participates in Dramatic Play
Younger Preschoolers	
Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. LDC-5d	LC 7-2 Develops Expressive Communication
Describe experiences and create or retell short narratives. LDC-5e	ATL 1-2 Develops Memory LC 7-2 Develops Expressive Communication CCA 21-4 Participates in Dramatic Play
Older Preschoolers	
Describe experiences and create and/or retell longer narratives. LDC-5f	ATL 1-2 Develops Memory LC 7-2 Develops Expressive Communication CCA 21-4 Participates in Dramatic Play
Goal LDC-6: Children use most grammatical constructions of their home language well.	
Infants	
Make different sounds for different purposes (whimper when wet, cry loudly when hungry). LDC-6a	LC 7-2 Develops Expressive Communication

“Jabber” and pretend to talk using many sounds or signs from the languages used around them to communicate. LDC-6b	LC 7-2 Develops Expressive Communication
Younger Toddlers	
“Jabber” and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language. LDC-6c	LC 7-2 Develops Expressive Communication
Use a few words to communicate (make requests and ask questions). LDC-6d	LC 7-2 Develops Expressive Communication
Older Toddlers	
Communicate in short sentences that follow the word order of their home language. LDC-6e	LC 7-2 Develops Expressive Communication LC 7-5 Expands Grammar and Pronunciation
Combine two and three words. LDC-6f	LC 7-2 Develops Expressive Communication LC 7-5 Expands Grammar and Pronunciation
Younger Preschoolers	
Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). LDC-6g	LC 7-2 Develops Expressive Communication LC 7-5 Expands Grammar and Pronunciation
Make grammatical errors that follow language rules (say, “mouses” instead of “mice”). LDC-6h	LC 7-5 Expands Grammar and Pronunciation
Older Preschoolers	
Speak in full sentences that are grammatically correct most of the time. LDC-6i	LC 7-5 Expands Grammar and Pronunciation
Goal LDC-7: Children respond to and use a growing vocabulary.	
Infants	
Make specific sounds, facial expressions, and/or gestures for certain people and objects. LDC-7a	LC 7-2 Develops Expressive Communication
Imitate sounds, words, and gestures. LDC-7b	LC 7-2 Develops Expressive Communication
Recognize spoken or signed words for common items. LDC-7c	LC 7-4 Expands Vocabulary
Younger Toddlers	
Show steady increase in words used (e.g., name family members and familiar objects). LDC-7d	LC 7-4 Expands Vocabulary
Imitate parts of familiar songs, chants, or rhymes. LDC-7e	LC 7-4 Expands Vocabulary
Respond to simple words and phrases that they hear often. LDC-7f	LC 7-4 Expands Vocabulary
Use several words to make requests (e.g., “done,” “wannit,” “please”) as well as to label people and objects. LDC-7g	LC 7-4 Expands Vocabulary
Older Toddlers	

Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy). LDC-7h	LC 7-4 Expands Vocabulary
Participate in or repeat familiar songs, chants, or rhymes. LDC-7i	LC 7-4 Expands Vocabulary LC 7-3 Develops Phonemic Awareness
Show they understand many new vocabulary words and a variety of concepts (big and little, in and out). LDC-7j	LC 7-4 Expands Vocabulary
Younger Preschoolers	
Repeat familiar songs, chants, or rhymes. LDC-7k	LC 7-3 Develops Phonemic Awareness CCA 21-2 Explores Music
Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg). LDC-7	LC 7-4 Expands Vocabulary
Make up names for things using words they know (e.g., dog doctor for veterinarian). LDC-7m	LC 7-4 Expands Vocabulary
Use many kinds of cues in the environment to figure out what words mean. LDC-7n	LC 7-4 Expands Vocabulary
Older Preschoolers	
Repeat familiar songs, chants, or rhymes. LDC-7o	LC 7-3 Develops Phonemic Awareness CCA 21-2 Explores Music
Use a growing vocabulary that includes many different kinds of words to express ideas clearly. LDC-7p	LC 7-4 Expands Vocabulary
Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7q	LC 7-4 Expands Vocabulary
Foundations for Reading	
Goal LDC-8: Children develop interest in books and motivation to read.	
Infants	
Pat and chew on tactile books. LDC-8a	LKS 8-1 Develops Early Literacy
Look at pictures of faces and simple objects. LDC-8b	LKS 8-1 Develops Early Literacy
Listen to simple and repetitive books, stories, and songs. LDC-8c	LKS 8-1 Develops Early Literacy
Younger Toddlers	
Engage in reading behaviors independently (choose books, turn pages (but not always in order, tell the story). LDC-8d	LKS 8-1 Develops Early Literacy

Show interest in books (e.g., tactile and picture books). LDC-8e	LKS 8-1 Develops Early Literacy
Listen to simple and repetitive books, stories, and songs for a brief period of time. LDC-8f	LKS 8-1 Develops Early Literacy
Carry books around, “name” them, and select books for adults to read out loud. LDC-8g	LKS 8-1 Develops Early Literacy
Older Toddlers	
Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8h	LKS 8-1 Develops Early Literacy
Listen for short periods of time to storybooks, informational books stories, poetry, songs and finger plays. LDC-8i	LKS 8-1 Develops Early Literacy
Younger Preschoolers	
Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8j	LKS 8-1 Develops Early Literacy
Show an interest in books, other print, and reading-related activities. LDC-8k	LKS 8-1 Develops Early Literacy
Listen to and discuss storybooks, simple information books, and poetry. LDC-8l	LKS 8-1 Develops Early Literacy
Older Preschoolers	
Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m	LKS 8-1 Develops Early Literacy
Use and share books and print in their play. LDC-8n	LKS 8-1 Develops Early Literacy
Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o	LKS 8-1 Develops Early Literacy
Goal LDC-9: Children comprehend and use information presented in books and other print media.	
Younger Toddlers	
Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays. LDC-9a	LKS 8-1 Develops Early Literacy
Allow entire short book to be “read” with willingness to look at most pages. LDC-9b	LKS 8-1 Develops Early Literacy
Make appropriate sounds when looking at pictures (say, “Quack, quack” when looking at a duck, “Vrrrrrooom” when looking at a car). LDC-9c	LKS 8-1 Develops Early Literacy
Older Toddlers	
Chime in on a repeated line in a book while being read to by an adult. LDC-9d	LKS 8-1 Develops Early Literacy

Pretend to read familiar books from memory; repeat familiar phrases while looking at a book. LDC-9e	LKS 8-1 Develops Early Literacy
Begin to relate personal experiences to events described in familiar books. LDC-9f	ATL 1-2 Develops Memory LKS 8-1 Develops Early Literacy
Answer simple questions about stories. LDC-9g	LKS 8-1 Develops Early Literacy
Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories). LDC-9h	LKS 8-1 Develops Early Literacy
Younger Preschoolers	
Imitate the special language in storybooks and story dialogue with some accuracy and detail. LDC-9i	LKS 8-1 Develops Early Literacy
With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. LDC-9j	LKS 8-1 Develops Early Literacy
Use their knowledge of the world (what things are, how things work) to make sense of stories and information texts. LDC-9k	LKS 8-1 Develops Early Literacy
Relate personal experiences to events described in familiar books, with prompting and support. LDC-9l	LKS 8-1 Develops Early Literacy
Ask questions about a story or the information in a book. LDC-9m	LKS 8-1 Develops Early Literacy
With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-9n	LKS 8-1 Develops Early Literacy
Older Preschoolers	
Imitate the special language in storybooks and story dialogue with accuracy and detail. LDC-9o	LKS 8-1 Develops Early Literacy
Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-9p	LKS 8-1 Develops Early Literacy
Use knowledge of the world to make sense of more challenging texts. LDC-9q	LKS 8-1 Develops Early Literacy
Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-9r	LKS 8-1 Develops Early Literacy
Ask more focused and detailed questions about a story or the information in a book. LDC-9s	LKS 8-1 Develops Early Literacy

Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-9t	LKS 8-1 Develops Early Literacy
Goal LDC-10: Children develop book knowledge and print awareness.	
Infants	
Explore books and paper by tasting, mouthing, crumpling, banging, and patting. LDC-10a	LKS 8-1 Develops Early Literacy
Look at pictures while cuddling with caregiver. LDC-10b	LKS 8-1 Develops Early Literacy
Younger Toddlers	
Turn pages (but not always in the right order); point to and label pictures in books; sometimes treat pictures as real (licking a picture of ice cream, rubbing “fur” of a cat in a book). LDC-10c	LKS 8-1 Develops Early Literacy
Identify some environmental print and logos (favorite cereal box, a sign for a familiar store). LDC-10d	LKS 8-3 Develops Emergent Reading
Older Toddlers	
Hold a book upright, turn some pages front to back (but not always in the right order), close book, and say, “done” or “the end.” LDC-10e	LKS 8-1 Develops Early Literacy
Demonstrate understanding of the need for and the uses of print (pretend to read a “grocery list” during play; say, “I want chicken” when looking at a menu). LDC-10f	LKS 8-1 Develops Early Literacy
Demonstrate an understanding of realistic symbols such as photographs, and later abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; say, “That means light” when looking at a symbol of a light bulb located over the light switch). LDC-10g	LKS 8-3 Develops Emergent Reading
Younger Preschoolers	
Hold a book upright while turning pages one by one front to back, but not always in order. LDC-10h	LKS 8-1 Develops Early Literacy
With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, “message” on card for family member). LDC-10i	LKS 8-1 Develops Early Literacy
Demonstrate an understanding that print can tell people what to do (such as print and	LKS 8-1 Develops Early Literacy

symbols to organize classroom activities— where to store things, when they will have a turn). LDC-10j	
Older Preschoolers	
Hold a book upright while turning pages one by one from front to back. LDC-10k	LKS 8-1 Develops Early Literacy
Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, “Those words tell the story.”). LDC-10l	LKS 8-3 Develops Emergent Reading
Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-10m	LKS 8-3 Develops Emergent Reading
With prompting and support, run their finger under or over print as they pretend to read text. LDC-10n	LKS 8-1 Develops Early Literacy
Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-10o	LKS 8-3 Develops Emergent Reading
Identify their name and the names of some friends when they see them in print. LDC-10p	LKS 8-3 Develops Emergent Reading
Goal LDC-11: Children develop phonological awareness.	
Infants	
Imitate and take turns with caregivers making different sounds. LDC-11a	LC 7-1 Develops Receptive Communication
Younger Toddlers	
Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures. LDC-11b	LC 7-1 Develops Receptive Communication LC 7-3 Develops Phonemic Awareness
Older Toddlers	
Participate in rhyming games. LDC-11c	LC 7-3 Develops Phonemic Awareness
Notice sounds that are the same and different. LDC-11d	LC 7-3 Develops Phonemic Awareness
Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11e	LC 7-3 Develops Phonemic Awareness
Younger Preschoolers	
Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds. LDC-11f	LC 7-3 Develops Phonemic Awareness

Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11g	LC 7-3 Develops Phonemic Awareness
Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words). LDC-11h	LC 7-3 Develops Phonemic Awareness
Older Preschoolers	
Enjoy rhymes and wordplay, and sometimes add their own variations. LDC-11i	LC 7-3 Develops Phonemic Awareness
Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11j	LC 7-3 Develops Phonemic Awareness
Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11k	LC 7-3 Develops Phonemic Awareness
Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-11l	LC 7-3 Develops Phonemic Awareness
Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.	
Older Toddlers	
Demonstrate an interest in letters by asking about and/or naming some of them. LDC-12a	LKS 8-2 Develops Alphabetic Knowledge
Younger Preschoolers	
Demonstrate an interest in learning the alphabet. LDC-12b	LKS 8-2 Develops Alphabetic Knowledge
Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals. LDC-12c	LKS 8-2 Develops Alphabetic Knowledge
Recognize and name some letters of the alphabet, especially those in their own name. LDC-12d	LKS 8-2 Develops Alphabetic Knowledge
Older Preschoolers	
Demonstrate an interest in learning the alphabet. LDC-12e	LKS 8-2 Develops Alphabetic Knowledge
Show they know that letters function to represent sounds in spoken words. LDC-12f	LKS 8-2 Develops Alphabetic Knowledge
Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g	LKS 8-2 Develops Alphabetic Knowledge
Make some sound-to-letter matches, using letter name knowledge (notice the letter B with	LKS 8-2 Develops Alphabetic Knowledge

picture of ball and say, "Ball"; say, " A-a-apple."). LDC-12h	
Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i	LKS 8-2 Develops Alphabetic Knowledge
Foundations for Writing	
Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.	
Younger Toddlers	
Make marks, scribble, and paint (e.g., cover easel paper with big crayon or paint marks, make marks with marker or crayon). LDC-13a	LKS 9-1 Develops Emergent Writing
Older Toddlers	
Pretend to write in ways that mimic adult writing (e.g., scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil). LDC-13b	LKS 9-1 Develops Emergent Writing
Younger Preschoolers	
Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want). LDC-13c	LKS 9-1 Develops Emergent Writing
With prompting and support, communicate their thoughts for an adult to write. LDC-13d	LC 7-2 Develops Expressive Communication
Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play). LDC-13e	LKS 9-1 Develops Emergent Writing
Older Preschoolers	
Represent thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f	LKS 9-1 Develops Emergent Writing
Communicate their thoughts for an adult to write. LDC-13g	LC 7-2 Develops Expressive Communication
Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13h	LKS 9-1 Develops Emergent Writing
Goal LDC-14: Children use knowledge of letters in their attempts to write.	
Younger Preschoolers	

Begin to use letters and approximations of letters to write their name. LC-14a	LKS 9-1 Develops Emergent Writing
Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters). LC-14b	LKS 8-2 Develops Alphabetic Knowledge LKS 9-1 Develops Emergent Writing
Older Preschoolers	
Use known letters and approximations of letters to write their own name and some familiar words. LC-14c	LKS 9-1 Develops Emergent Writing
Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). LC-14d	LKS 8-2 Develops Alphabetic Knowledge LKS 9-1 Develops Emergent Writing
Goal LDC-15: Children use writing skills and conventions.	
Younger Toddlers	
Hold marker or crayon with the fist. LC-15a	LKS 9-1 Develops Emergent Writing
Dot or scribble with crayons, may progress to vertical lines. LC-15b	LKS 9-1 Develops Emergent Writing
Older Toddlers	
Explore a variety of tools that can be used for writing. LC-15c	LKS 9-1 Develops Emergent Writing
Scribble and/or imitate an adult’s marks with markers, crayons, paints, etc. LC-15d	LKS 9-1 Develops Emergent Writing
Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. LC-15e	LKS 9-1 Develops Emergent Writing
Younger Preschoolers	
Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers). LC-15f	LKS 9-1 Develops Emergent Writing
Make marks they call “writing” that look different from drawings (vertical series of marks for a “grocery list,” horizontal line of marks for a “story”). LC-15g	LKS 9-1 Develops Emergent Writing
Play with writing letters and make letter-like forms. LC-15h	LKS 9-1 Develops Emergent Writing
Older Preschoolers	
Use a variety of writing tools and materials with increasing precision. LC-15i	LKS 9-1 Develops Emergent Writing
Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LC-15j	LKS 9-1 Develops Emergent Writing

Use some conventional letters in their writing. LC-15k	LKS 9-1 Develops Emergent Writing
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Cognitive Development	Vine Indicators
Construction of Knowledge: Thinking and Reasoning	
Goal CD-1: Children use their senses to construct knowledge about the world around them.	
Infants	
Discover different shapes, sizes and textures by exploring (put toys in mouth, crawl over pillows, pick up large objects). CD-1a	CS 13-1 Explores Objects
Turn head or move toward sounds. CD-1b	ATL 1-4 Is Curious
Younger Toddlers	
Actively explore objects by handling them in many ways (moving, carrying, filling, dumping, smelling, and putting in mouth). CD-1c	CS 13-1 Explores Objects
Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). CD-1d	CM 12-2 Develops Spatial Awareness
Older Toddlers	
Explore objects and materials physically to learn about their properties. CD-1e	CS 13-1 Explores Objects
Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, funnel). CD-1f	CS 13-1 Explores Objects
Express knowledge gathered through their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing). CD-1g	CS 13-1 Explores Objects
Younger Preschoolers	
Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1h	CS 15-1 Explores the Natural Environment
Express knowledge gathered through their senses using play, art, language, and other forms of representation. CD-1i	CS 15-1 Explores the Natural Environment
Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail). CD-1j	CS 13-2 Classifies or Sorts Objects
Older Preschoolers	

Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1k	CS 13-1 Explores Objects
Express knowledge gathered through their senses using play, art, language, and other forms of representation. CD-1l	CS 13-1 Explores Objects
Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1m	CCA 21-4 Participates in Dramatic Play
Organize and use information through matching, grouping, and sequencing. CD-1n	CS 13-2 Classifies or Sorts Objects
Goal CD-2: Children recall information and use it for new situations and problems.	
Infants	
Search for objects that are hidden or partly hidden. CD-2a	ATL 1-2 Develops Memory
Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on parent's shoulder when new person comes near). CD-2b	SED 5-1 Bonds with Adults
Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle). CD-2c	ATL 2-1 Understands Routines
Repeat an action to make something happen again (make sounds when music stops, bounce up and down to get adult to continue "horsey ride"). CD-2d	CS 14-1 Solves Problems
Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places. CD-2e	SED 5-2 Learns from Adults
Younger Toddlers	
Search in several places where an object has been hidden recently. CD-2f	ATL 1-2 Develops Memory
Notice a change in familiar objects, places, or events (frown at parent with a new haircut, look for furniture that was moved). CD-2g	ATL 1-2 Develops Memory
Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, "water" plants with pitcher). CD-2h	ATL 2-1 Understands Routines
Imitate behaviors they have seen in the past or in other places. CD-2i	SED 5-2 Learns from Adults

Identify objects and people in pictures by pointing or looking. CD-2j	LC 7-4 Expands Vocabulary
Younger Preschoolers	
Recognize whether a picture or object is the same as or different from something they have seen before. CD-2o	ATL 1-2 Develops Memory
Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus). CD-2p	ATL 1-6 Thinks with Creativity & Flexibility
Describe or act out a memory of a situation or action, with adult support. CD-2q	ATL 1-2 Develops Memory
Make predictions about what will happen using what they know. CD-2r	CS 14-2 Makes Predictions
Introduce ideas or actions in play based on previous knowledge or experience. CD-2s	ATL 1-6 Thinks with Creativity & Flexibility
Ask questions about why things happen and try to understand cause and effect. CD-2t	ATL 1-4 Is Curious
Older Preschoolers	
Demonstrate their ability to apply what they know about everyday experiences to new situations. CD-2u	ATL 1-6 Thinks with Creativity & Flexibility
Describe past events in an organized way, including details or personal reactions. CD-2v	ATL 1-2 Develops Memory
Improve their ability to make predictions and explain why things happen using what they know. CD-2w	CS 14-2 Makes Predictions
Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x	ATL 1-6 Thinks with Creativity & Flexibility
Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y	CS 14-4 Draws Conclusions and Sorts Results
Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.	
Infants	
Show awareness of others' reactions to people, objects, and events. CD-3a	SED 6-1 Builds Empathy
Show awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object). CD-3b	SED 5-2 Learns from Adults
Younger Toddlers	
Show awareness of others' feelings about things by looking to see how they react. CD-3c	SED 6-1 Builds Empathy
Older Toddlers	

Use words like “think,” “remember,” and “pretend.” CD-3d	LC 7-4 Expands Vocabulary
Talk about what they and other people want or like. CD-3e	SED 3-1 Expresses Emotion SED 4-1 Develops Awareness of Self SED 6-1 Builds Empathy
Younger Preschoolers	
Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”). CD-3f	CCA 21-4 Participates in Dramatic Play
Use words like “think” and “know” to talk about thoughts and beliefs. CD-3g	LC 7-4 Expands Vocabulary
Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is). CD-3h	SED 3-1 Expresses Emotion
Older Preschoolers	
Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”). CD-3i	CCA 21-4 Participates in Dramatic Play
Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”). CD-3j	SED 6-1 Builds Empathy
Use language to describe their thinking processes with adult support. CD-3k	LC 7-2 Develops Expressive Communication
Creative Expression	
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.	
Infants	
Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear lullabies, show bodily excitement when they hear music). CD-4a	CS 13-1 Explores Objects
Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet). CD-4b	CS 13-1 Explores Objects
Younger Toddlers	
Show interest or pleasure in response to images, objects, and music (say, “Aaah” and reach for a brightly colored picture, look at or reach toward fluttering leaves). CD-4c	CCA 21-2 Explores Music
Participate in and explore all possible media (use finger paint, glue scraps of paper on another paper, dance to music). CD-4d	CCA 21-1 Explores Art Media
Older Toddlers	

Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4e	CCA 21-2 Explores Music
Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4f	CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance CCA 21-4 Participates in Dramatic Play
Younger Preschoolers	
Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4g	CCA 21-1 Explores Art Media
Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4h	CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance CCA 21-4 Participates in Dramatic Play
Older Preschoolers	
Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4i	CCA 21-1 Explores Art Media
Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j	CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance CCA 21-4 Participates in Dramatic Play
Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”). CD-4k	CCA 21-1 Explores Art Media LC 7-4 Expands Vocabulary
Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.	
Infants	
Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw scarf). CD-5a	CS 13-1 Explores Objects
Explore sensory properties of art media (smear paint, pat and pound dough). CD-5b	CCA 21-1 Explores Art Media
Make a variety of sounds with simple instruments, toys, and their own voice. CD-5c	CCA 21-2 Explores Music
Express themselves by moving their bodies (wave arms when excited, hug soft toy). CD-5d	CCA 21-3 Explores Movement and Dance

Younger Toddlers	
Use hats and clothes for dress-up make-believe. CD-5e	CCA 21-4 Participates in Dramatic Play
Explore art materials freely (make marks, squeeze clay, tear paper). CD-5f	CCA 21-1 Explores Art Media
Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle). CD-5g	CCA 21-2 Explores Music
Move to music in their own way. CD-5h	CCA 21-3 Explores Movement and Dance
Older Toddlers	
Recreate familiar scenes using play materials, language, and actions. CD-5i	CCA 21-4 Participates in Dramatic Play
Experiment and create art with clay, crayons, markers, paint, and collage materials. CD-5j	CCA 21-1 Explores Art Media
Make up simple nonsense songs, sign, chant, and dance (sing “la-la-la-la” on two pitches, twirl around and fall down, “march” by lifting knees high). CD-5k	CCA 21-2 Explores Music
Express ideas and feelings through music, movement, and dance. CD-5l	CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance
Younger Preschoolers	
Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5m	CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance CCA 21-4 Participates in Dramatic Play
Show creativity and imagination when using materials and assuming roles during pretend play. CD-5n	CCA 21-4 Participates in Dramatic Play
Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways. CD-5o	CCA 21-1 Explores Art Media
Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities. CD-5p	CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance
Show awareness of various patterns of beat, rhythm, and movement through music and dance activities. CD-5q	CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance
Older Preschoolers	
Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r	CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance CCA 21-4 Participates in Dramatic Play
Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s	CCA 21-4 Participates in Dramatic Play

Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t	CCA 21-1 Explores Art Media
Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u	CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance
Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v	CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance
Social Connections	
Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.	
Infants	
Intently observe actions of children, adults, pets, and objects nearby. CD-6a	SED 5-2 Learns from Adults
Seek parents, siblings, caregivers, and teachers for play and for meeting needs. CD-6b	SED 5-1 Bonds with Adults
Younger Toddlers	
Imitate routine actions of their caregivers (rock a baby doll, push a lawnmower, “read” a magazine). CD-6c	SED 5-2 Learns from Adults
Know whom they can go to for help (regular caregiver vs. visitor, parent vs. neighbor). CD-6d	SED 5-1 Bonds with Adults
Older Toddlers	
Use play to show what they know about relationships and roles in families and other familiar contexts. CD-6e	CCA 21-4 Participates in Dramatic Play
Talk about what others do during the day (“Mommy at work. Mimi at home.”). CD-6f	SS 16-4 Learns about Community Roles and Jobs
Help with daily routines (put cups out for lunch, feed pets, wash tables). CD-6g	ATL 2-1 Understands Routines
Younger Preschoolers	
Talk about close family members, name their relationships to each other, and describe family routines (“Marika is my sister.” “My grandma takes care of me at night.”). CD-6h	SED 4-1 Develops Awareness of Self
Adopt roles of family and community members during play, given support and realistic props. CD-6i	CCA 21-4 Participates in Dramatic Play
Recognize and identify the roles of some community helpers (police, fire fighters, garbage collectors). CD-6j	SS 16-4 Learns about Community Roles and Jobs
Older Preschoolers	

Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k	SED 4-1 Develops Awareness of Self
Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l	CCA 21-4 Participates in Dramatic Play
Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m	SS 16-4 Learns about Community Roles and Jobs
Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).	
Infants	
Show a clear preference for familiar people. CD-7a	SED 5-1 Bonds with Adults
Younger Toddlers	
Recognize children and others they spend a lot of time with (make sounds, say name, move toward or away from child). CD-7b	SED 6-2 Bonds with Peers
Older Toddlers	
Put self into categories based on age, gender, and physical characteristics ("I'm a girl." "I have long hair."). CD-7c	SED 4-1 Develops Awareness of Self
Younger Preschoolers	
Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, "That's my family," or "I'm in Ms. Emily's class."). CD-7d	SED 4-1 Develops Awareness of Self
Older Preschoolers	
Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e	SED 4-1 Develops Awareness of Self
Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.	
Infants	
<i>Emerging</i>	
Younger Toddlers	
Compare their own physical features with those of others by looking and touching. CD-8a	SED 4-1 Develops Awareness of Self
Older Toddlers	

Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics. CD-8b	SED 4-1 Develops Awareness of Self
Show awareness of similarities and differences among people and families during play. CD-8c	SED 4-1 Develops Awareness of Self
Younger Preschoolers	
Show acceptance of people who are different from themselves as well as people who are similar. CD-8d	SED 6-3 Cooperates with Peers
Given support and guidance, explore different cultural practices during play and p	SS 16-1 Explores Cultures
Older Preschoolers	
Show acceptance of people who are different from themselves as well as people who are similar. CD-8f	SED 6-3 Cooperates with Peers
Talk about how other children have different family members and family structures than their own (“I live with my Grandma and Shanika lives with her Mom and Dad.” “David’s dad works but my Daddy stays home and takes care of me.”). CD-8g	SS 16-4 Learns about Community Roles and Jobs
Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h	SS 16-1 Explores Cultures
Goal CD-9: Children explore concepts connected with their daily experiences in their community.	
Infants	
<i>Emerging</i>	
Younger Toddlers	
<i>Emerging</i>	
Older Toddlers	
Use play to communicate what they know about their community (pretend to go to the store, pretend to be a police person). CD-9a	CCA 21-4 Participates in Dramatic Play
Younger Preschoolers	
Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). CD-9b	SS 16-3 Explores Geography
Notice changes that happen over time (seasons, self or others growing bigger). CD-9c	CS 15-1 Explores the Natural Environment
Notice and talk about weather conditions. CD-9d	CS 15-2 Develops an Understanding of and Care for the Natural World

With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full). CD-9e	SED 6-3 Cooperates with Peers
Older Preschoolers	
Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sandbox."). CD-9f	SS 16-3 Explores Geography
Observe and talk about changes in themselves and their families over time. CD-9g	SED 4-1 Develops Awareness of Self
Observe and talk about how people adapt to seasons and weather conditions (put out salt in icy weather, wear rain gear). CD-9h	CS 15-2 Develops an Understanding of and Care for the Natural World
Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i	SS 16-4 Learns about Community Roles and Jobs
Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). CD-9j	SED 6-3 Cooperates with Peers
Mathematical Thinking and Expression	
Goal CD-10: Children show understanding of numbers and quantities during play and other activities.	
Infants	
Indicate they want "more" with signs, sounds, or looks. CD10a	CM 11-1 Learns Measurement and Quantities
Show interest (look at or reach for) in obvious differences in quantity (look at a tower with 3 blocks longer than a tower with 7 blocks, reach for a basket with three balls rather than a basket with one ball). CD-10b	CM 11-1 Learns Measurement and Quantities
Younger Toddlers	
Explore quantity (for example, filling and dumping containers). CD-10c	CM 11-1 Learns Measurement and Quantities
Use words or actions that show understanding of the concepts of "more" and "all" (ask for more food, stop asking for more blocks when told they have "all" of the blocks). CD-10d	CM 11-1 Learns Measurement and Quantities
Recognize the difference between two small sets of objects (6 or under) that include a different number of objects (point to which set of crayons has more). CD-10e	CM 10-2 Builds and Observes Sets
Older Toddlers	

Use words or actions that show understanding of the concepts of “more,” “all,” and/or “none” (ask for more food, stop asking for more blocks when told they have “all” of the blocks, become upset when told there is no more Play-Doh®). CD-10f	CM 11-1 Learns Measurement and Quantities
Attempt to chant or recite numbers, but not necessarily in the correct order. CD-10g	CM 10-1 Begins Counting
Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car). CD-10h	CM 10-1 Begins Counting
Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls). CD-10i	CM 10-2 Builds and Observes Sets
Younger Preschoolers	
Rote count in order to 10 with increasing accuracy. CD-10j	CM 10-1 Begins Counting
Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?” CD-10k	CM 10-1 Begins Counting
Compare visually two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and which one has more (choose a plate with four cookies rather than a plate with one cookie). CD-10l	CM 10-2 Builds and Observes Sets
Show they understand that adding objects to a group will make a bigger group, and taking away objects will make a smaller group. CD-10m	CM 10-3 Learns Addition, Subtraction and Division
Older Preschoolers	
Rote count in order to 20 with increasing accuracy. CD-10n	CM 10-1 Begins Counting
Without counting, state the number of objects in a small collection (1-3) (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting). CD-10o	CM 10-2 Builds and Observes Sets
Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?” CD-10p	CM 10-1 Begins Counting
Given a number 0-5, count out that many objects. CD-10q	CM 10-1 Begins Counting

Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects. CD-10r	CM 10-2 Builds and Observes Sets
Show they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. C-10s	CM 10-3 Learns Addition, Subtraction and Division
Write numerals or number-like forms during play and daily activities. CD-10t	CM 10-4 Reads and Writes Numbers
Match numerals 1-5 to sets of objects, with guidance and support. CD-10u	CM 10-4 Reads and Writes Numbers
Recognize some numerals and attempt to write them during play and daily activities. CD-10v	CM 10-4 Reads and Writes Numbers
Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train). CD-10w	CM 10-1 Begins Counting
Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.	
Infants	
Discover objects of different sizes by exploring (put toys in mouth, pick up large objects). CD-11a	CS 13-1 Explores Objects
Younger Toddlers	
Participate in activities that compare the size and weight of objects. CD-11b	CS 13-2 Classifies or Sorts Objects
Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area). CD-11c	CS 13-2 Classifies or Sorts Objects
Older Toddlers	
Group objects into categories (cars with cars, plates separated from cups). CD-11d	CS 13-2 Classifies or Sorts Objects
Use size and amount words to label objects, people, and collections (big truck, a lot of cookies, little baby). CD-11e	CS 13-2 Classifies or Sorts Objects
Younger Preschoolers	
Use descriptive language for size, length, or weight (short, tall, long, heavy, big). CD-11f	CM 11-1 Learns Measurement and Quantities

Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). CD-11g	CM 11-1 Learns Measurement and Quantities
Compare the size or weight of two objects and identify which one is longer/ taller/heavier than the other ("That rock is heavier than this one; I can't lift it." "A snake is longer than a worm."). CD-11h	CS 13-2 Classifies or Sorts Objects
Identify familiar objects as the same or different. CD-11i	CS 13-2 Classifies or Sorts Objects
Sort familiar objects into categories with increasing accuracy (tools for woodworking and utensils for cooking; rectangle blocks on one shelf and square blocks on another shelf). CD-11j	CS 13-2 Classifies or Sorts Objects
Recognize simple repeating patterns and attempt to create them during play (repeat a movement pattern during a song, make a line of blocks in alternating colors). CD-11k	CM 11-2 Understands Patterns
Older Preschoolers	
Use descriptive language for size, length, or weight (short, tall, long, heavy, big). CD-11l	CM 11-1 Learns Measurement and Quantities
Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). CD-11m	CM 11-1 Learns Measurement and Quantities
Directly compare more than two objects by size, length, or weight ("That rock is heavier than these others; I can't lift it." Look at three strings that are different lengths and select the longest string). CD-11n	CS 13-2 Classifies or Sorts Objects
Put a few objects in order by length (arrange a group of 3 blocks in order from the shortest to the longest). CD-11o	CM 11-2 Understands Patterns
Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color). CD-11p	CS 13-2 Classifies or Sorts Objects
Duplicate and extend simple patterns using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). CD-11q	CM 11-2 Understands Patterns
Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.	
Infants	

Discover different shapes by exploring (put blocks in mouth, roll balls). CD-12a	CS 13-1 Explores Objects
Attempt to put objects into other objects (such as putting pieces into holes or other spaces). CD-12b	CM 12-2 Develops Spatial Awareness
Younger Toddlers	
Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). CD-12c	PMP 17-1 Develops Perception & Balance
Put basic shapes into a shape sorter using trial and error. CD-12d	CM 12-2 Develops Spatial Awareness
Older Toddlers	
Respond to and begin to use words describing positions (in, on, over, under, etc.). CD-12e	CM 12-2 Develops Spatial Awareness
Name or match a few shapes. CD-12f	CM 12-1 Learns Shapes & Sizes
Stack or line up blocks that are the same shape. CD-12g	CM 12-1 Learns Shapes & Sizes
Younger Preschoolers	
Show they understand positions in space by using position words during play and by following directions from an adult (say, "Stand behind the chair." "Put the ball in the box."). CD-12h	CM 12-2 Develops Spatial Awareness
Use 2- and 3-dimensional shapes to create pictures, designs, or structures. CD-12i	CM 12-1 Learns Shapes & Sizes
Find shapes in the environment and describe them in their own words. CD-12j	CM 12-1 Learns Shapes & Sizes
Older Preschoolers	
Consistently use a variety of words for positions in space, and follow directions using these words. CD-12k	CM 12-2 Develops Spatial Awareness
Use 2- and 3-dimensional shapes to represent real-world objects (say, "We are building a castle and we need a round block for the tunnel." "I glued a circle and a square on my picture to make a house."). CD-12l	CM 12-1 Learns Shapes & Sizes
Name basic shapes and describe their characteristics using descriptive and geometric attributes ("That's a triangle; it's pointy." "It's a circle because it's round."). CD-12m	CM 12-1 Learns Shapes & Sizes
Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.	
Older Toddlers	

Use observation and emerging counting skills (1, 2, 3) during play and other daily activities. CD-13a	CM 10-1 Begins Counting
Younger Preschoolers	
Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block). CD-13b	CM 11-1 Learns Measurement and Quantities
Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area). CD-13c	CM 10-1 Begins Counting
Use drawing and concrete materials to represent mathematical ideas (draw many circles to show "lots of people," put Popsicle® sticks in a pile to show the number of children who want crackers for snack). CD-13d	CM 11-1 Learns Measurement and Quantities
Older Preschoolers	
Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies. CD-13e	CM 12-2 Develops Spatial Awareness
Use observation and counting with increasing accuracy to answer questions such as "How many do we need?" and "How many more do we need?" during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). CD-13f	CM 10-1 Begins Counting
Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question). CD-13g	CM 11-1 Learns Measurement and Quantities
Begin to explain how a mathematical problem was solved ("I saw that there was always a blue flower after a red flower so I knew to put a blue one next." "I counted four friends who didn't have cookies so I got four more."). CD-13h	CM 11-2 Understands Patterns
Scientific Exploration and Knowledge	

Goal CD-14: Children observe and describe characteristics of living things and the physical world.	
Infants	
Observe and explore natural phenomena indoors and outdoors, using all senses (rub hands over grass, lift face to feel wind, pat family dog, splash water). CD-14a	CS 15-1 Explores the Natural Environment
Younger Toddlers	
Use abilities to observe and explore natural phenomena indoors and outdoors with focus, using all senses (notice and interact with small insects, smell flowers, catch falling snow, shuffle through leaves). CD-14b	CS 15-1 Explores the Natural Environment
Older Toddlers	
Participate in the care of living things with guidance and support (water plants, help to feed classroom pet). CD-14c	CS 15-2 Develops an Understanding of and Care for the Natural World
Show curiosity and investigate the world of nature indoors and outdoors (pick up rocks, scratch frost on window, ask questions about things seen outdoors). CD-14d	CS 15-1 Explores the Natural Environment
Younger Preschoolers	
Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet). CD-14e	CS 15-2 Develops an Understanding of and Care for the Natural World
Notice and react to the natural world and the outdoor environment. CD-14f	CS 15-1 Explores the Natural Environment
Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat. CD-14g	CS 15-2 Develops an Understanding of and Care for the Natural World
Notice and describe current weather conditions. CD-14h	CS 15-2 Develops an Understanding of and Care for the Natural World
Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens). CD-14i	CS 15-2 Develops an Understanding of and Care for the Natural World
Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper). CD-14j	CS 15-2 Develops an Understanding of and Care for the Natural World
Older Preschoolers	
Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). CD-14k	CS 15-1 Explores the Natural Environment
Notice and react to the natural world and the outdoor environment. CD-14l	CS 15-1 Explores the Natural Environment

Describe some things plants and animals need to live and grow (sunlight, water, food). CD-14m	CS 15-2 Develops an Understanding of and Care for the Natural World
Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-14n	CS 15-2 Develops an Understanding of and Care for the Natural World
Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-14o	CS 15-2 Develops an Understanding of and Care for the Natural World
Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). CD-14p	CS 15-2 Develops an Understanding of and Care for the Natural World
Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). CD-14q	CS 15-2 Develops an Understanding of and Care for the Natural World
Goal CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.	
Infants	
Gather information through sight, hearing, taste, smell, and touch. CD-15a	CS 13-1 Explores Objects
Use multiple senses to focus intently on objects, displays, materials, or events. CD-15b	CS 13-1 Explores Objects
Younger Toddlers	
Use all senses to examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at moon). CD-15c	CS 13-1 Explores Objects
Use toys and other objects to make things happen (kick a ball, push a button on a toy). CD-15d	CS 13-1 Explores Objects
Explore objects and materials by handling them in many ways (moving, carrying, filling, dumping, smelling, putting in mouth). CD-15e	CS 13-1 Explores Objects
Older Toddlers	
Investigate differences between materials (sand, water, goop, moving air). CD-15f	CS 13-1 Explores Objects
Use simple tools to manipulate and explore objects and materials, with guidance and support (containers for pouring, sand mold, magnifying glass). CD-15g	CS 13-1 Explores Objects

Notice changes in materials when mixing and manipulating (paint, Play-Doh®, food ingredients). CD-15h	CS 13-1 Explores Objects
Younger Preschoolers	
Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-15i	CS 14-4 Draws Conclusions and Sorts Results
Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.). CD-15j	CS 15-1 Explores the Natural Environment
Ask questions to find out more about the natural world. CD-15k	CS 15-1 Explores the Natural Environment
Use simple tools to investigate objects and materials, with guidance and support (magnifying glass, sifter, ramps for rolling balls and cars). CD-15l	CS 15-1 Explores the Natural Environment
Describe and predict changes that take place when mixing and manipulating materials. CD-15m	CS 14-3 Makes Plans
Older Preschoolers	
Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-15n	CS 14-4 Draws Conclusions and Sorts Results
Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). CD-15o	ATL 1-4 Is Curious
Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-15p	CS 13-1 Explores Objects
Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-15q	CS 13-1 Explores Objects
Make and check predictions through observations and experimentation, with adult support and guidance. CD-15r	CS 14-2 Makes Predictions
Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). CD-15s	CS 14-1 Solves Problems

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