

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:
**South Carolina Early Learning Standards
Infants to Older Preschoolers**



References

South Carolina Department of Social Services and Head Start. (2017). *South Carolina Early Learning Standards*
SC: Author. Retrieved from https://ed.sc.gov/scdoe/assets/File/instruction/early-learning-literacy/South%20Carolina%20Early%20Learning%20Standards%202017_Accessible%20Version.pdf

South Carolina Early Learning Standards	Vine Assessments by LifeCubby
Approaches to Learning	Vine Indicators
Curiosity, Information-Seeking, and Eagerness	
APL-1: Children show curiosity and express interest in the world around them.	
Infants – Birth to 12 months	
APL-1a: Show interest in others (smile or gaze at caregiver, make sounds or move body when another person is near).	ATL 1-1 Is Attentive
APL-1b: Show interest in themselves (watch own hands, play with own feet).	SED 4-1 Develops Awareness of Self
APL-1c: React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams).	ATL 1-4 Is Curious
Younger Toddlers – 8 to 21 months	
APL-1d: Imitate what others are doing.	ATL 1-2 Develops Memory
APL-1e: Show curiosity about their surroundings (with pointing, facial expressions, words).	ATL 1-4 Is Curious
APL-1f: Show pleasure when exploring and making things happen (clap, smile, repeat action again and again).	ATL 1-4 Is Curious
Older Toddlers – 18 to 36 months	
APL-1g: Show pleasure in new skills and in what they have done.	ATL 1-4 Is Curious
APL-1h: Discover things that interest and amaze them and seek to share them with others.	ATL 1-4 Is Curious
APL-1i: Watch what others are doing and often try to participate.	ATL 1-4 Is Curious
Younger Preschoolers – 36 to 48 months	
APL-1j: Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).	ATL 1-5 Shows Initiative

APL-1k: Discover things that interest and amaze them and seek to share them with others.	ATL 1-4 Is Curious
APL-1l: Show interest in a growing range of topics, ideas, and tasks.	ATL 1-4 Is Curious
Older Preschoolers - 48 to 60+ months	
APL-1m: Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).	ATL 1-5 Shows Initiative
APL-1n: Discover things that interest and amaze them and seek to share them with others.	ATL 1-4 Is Curious
APL-1o: Show interest in a growing range of topics, ideas, and tasks.	ATL 1-4 Is Curious
APL-1p: Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills).	ATL 1-4 Is Curious
AL-2: Children actively seek to understand the world around them.	
Infants – Birth to 12 months	
APL-2a: Explore the indoor and outdoor environment using all available senses — smell, hear, see, feel, and taste.	CS 13-1 Explores Objects
APL-2b: With appropriate supports, move toward interesting people, sounds, objects, and activities.	ATL 1-4 Is Curious
Younger Toddlers – 8 to 21 months	
APL-2c: Initiate activities that interest them and try to get others involved.	ATL 1-5 Shows Initiative
APL-2d: Use toys and other objects to make things happen (kick a ball, push a button on a toy).	ATL 1-3 Is Persistent
APL-2e: Move toward people and things that are new and/or interesting.	ATL 1-4 Is Curious
Older Toddlers – 18 to 36 months	
APL-2f: Seek more information about people and their surroundings (“study” an object carefully, stare for long moments, become absorbed in figuring out a situation).	ATL 1-1 Is Attentive

APL-2g: Use their whole body to learn (get mud or paint on themselves from head to toe, fit themselves into a big, empty box).	CS 13-1 Explores Objects
APL-2h: Communicate what they want to do or know using gestures, facial expressions, or words (ask "What dat?").	ATL 1-4 Is Curious
Younger Preschoolers – 36 to 48 months	
APL-2i: Ask questions about the people and things around them.	ATL 1-4 Is Curious
APL-2j: 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).	CS 13-1 Explores Objects
APL-2k: 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).	ATL 1-4 Is Curious
Older Preschoolers - 48 to 60+ months	
APL-2l: Ask questions to find out more about the things that interest them, including questions about future events.	ATL 1-4 Is Curious
APL-2m: Choose among different ways to explore the environment based on experience (use a magnifying glass that the class used before to explore something new).	ATL 1-4 Is Curious
APL-2n: Use what they know from experience to understand what is happening now (get an umbrella to go outside because it is raining).	ATL 1-2 Develops Memory
Play and Imagination	
APL-3: Children engage in increasingly complex play.	
Infants – Birth to 12 months	
APL-3a: Show interest in other children playing (watch, turn toward).	SED 6-2 Bonds with Peers
APL-3b: Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for "so big").	SED 5-2 Learns from Adults

APL-3c: Play with simple objects, using them to make sounds and other interesting results.	ATL 1-3 Is Persistent
APL-3d: Begin to participate in give-and-take exchanges of sounds and gestures (“serve and return”).	SED 6-3 Cooperates with Peers
Younger Toddlers – 8 to 21 months	
APL-3e: Play alongside other children, sometimes imitating their actions.	SED 6-3 Cooperates with Peers
APL-3f: 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).	SED 5-2 Learns from Adults
APL-3g: Take turns in simple games (pat-a-cake, peek-a-boo).	SED 6-3 Cooperates with Peers
APL-3h: Offer toys and objects to others.	SED 6-3 Cooperates with Peers
Older Toddlers – 18 to 36 months	
APL-3i: Try to involve other children in play.	SED 6-3 Cooperates with Peers
APL-3j: Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone).	CCA 21-4 Participates in Dramatic Play
APL-3k: Play with others with a common purpose (play a chase game).	SED 6-3 Cooperates with Peers
APL-3l: 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).	CCA 21-4 Participates in Dramatic Play
Younger Preschoolers – 36 to 48 months	
APL-3m: Engage in dramatic play themes that include interacting with other children, but often are not coordinated.	CCA 21-4 Participates in Dramatic Play
APL-3n: Talk to peers and share materials during play.	SED 6-3 Cooperates with Peers

APL-3o: Engage in make believe play with imaginary objects.	CCA 21-4 Participates in Dramatic Play
APL-3p: Use language to begin and carry on play with others.	SED 6-3 Cooperates with Peers
APL-3q: Express knowledge of their everyday lives and cultures through play (use chopsticks to eat, pretend to fix hair the way their family styles hair).	SS 16-1 Explores Cultures
Older Preschoolers - 48 to 60+ months	
APL-3r: Develop and sustain more complex pretend play themes in cooperation with peers.	CCA 21-4 Participates in Dramatic Play
APL-3s: Use more complex and varied language to share ideas and influence others during play.	SED 6-3 Cooperates with Peers
APL-3t: 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).	ATL 1-6 Thinks with Creativity & Flexibility
APL-3u: Demonstrate their cultural values and “rules” through play (tell another child, “That’s not what we eat for breakfast.”).	SS 16-1 Explores Cultures
APL-4: Children demonstrate creativity, imagination, and inventiveness.	
Infants – Birth to 12 months	
APL-4a: Use everyday household objects for play (spoons, pots and pans, plastic bowls).	ATL 1-6 Thinks with Creativity & Flexibility
APL-4b: 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).	ATL 1-6 Thinks with Creativity & Flexibility
APL-4c: React to unexpected events with laughter and interest.	ATL 1-5 Shows Initiative
Younger Toddlers – 8 to 21 months	
APL-4d: 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).	ATL 1-6 Thinks with Creativity & Flexibility
Older Toddlers – 18 to 36 months	

APL-4e: 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).	ATL 1-6 Thinks with Creativity & Flexibility
APL-4f: Pretend to be somebody or something other than themselves.	CCA 21-4 Participates in Dramatic Play
APL4g: Pretend one object is really something different (use Legos® as food while stirring a pot).	ATL 1-6 Thinks with Creativity & Flexibility
Younger Preschoolers – 36 to 48 months	
APL-4h: Offer new ideas about how to do or make things.	ATL 1-5 Shows Initiative
APL-4i: Add new actions, props, or dress-up items to pretend play.	CCA 21-4 Participates in Dramatic Play
APL-4j: Use materials (e.g., art materials, instruments, construction paper, writing implements) or actions to represent experiences or ideas in novel ways.	ATL 1-6 Thinks with Creativity & Flexibility
APL-4k: Experiment with language, musical sounds, and movement.	ATL 1-4 Is Curious
Older Preschoolers - 48 to 60+ months	
APL-4l: Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them.	CCA 21-4 Participates in Dramatic Play
APL-4m: Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles.	CCA 21-4 Participates in Dramatic Play
APL-4n: Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas.	ATL 1-6 Thinks with Creativity & Flexibility
APL-4o: Make up stories, songs, or dances for fun during play.	ATL 1-5 Shows Initiative
APL-4p: Invent new games.	ATL 1-6 Thinks with Creativity & Flexibility
Risk-Taking, Problem-Solving, and Flexibility	
APL-5: Children are willing to try new and challenging experiences.	
Infants – Birth to 12 months	

APL-5a: Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult.	ATL 1-4 Is Curious
APL-5b: 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).	ATL 1-3 Is Persistent
APL- 5c: Look to adult for cues and, when reassured, proceed.	ATL 1-3 Is Persistent
Younger Toddlers – 8 to 21 months	
APL-5d: Try unfamiliar experiences and interact with new people with a familiar adult nearby.	ATL 1-4 Is Curious
APL5e: Move away from a familiar adult to explore but check in frequently.	ATL 1-4 Is Curious
APL-5f: Show interest in and try to operate toys that offer a challenge.	ATL 1-3 Is Persistent
Older Toddlers – 18 to 36 months	
APL-5g: Explore freely without a familiar adult nearby.	ATL 1-4 Is Curious
APL-5h: Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide).	ATL 1-4 Is Curious
APL-5i: Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, “I can do it.”).	SED 4-2 Becomes Confident
APL-5j: Want to do things their own way (say “Me do it!” push an adult’s hand away if the person is trying to help).	ATL 1-5 Shows Initiative
Younger Preschoolers – 36 to 48 months	
APL-5k: Express a belief that they can do things that are hard.	SED 4-2 Becomes Confident
APL-5l: Choose to participate in an increasing variety of familiar and new experiences.	ATL 1-5 Shows Initiative
APL-5m: Accept new challenges when offered.	ATL 1-5 Shows Initiative
APL-5n: Try things they are not sure they can do, while avoiding dangerous risks.	ATL 1-5 Shows Initiative

Older Preschoolers - 48 to 60+ months	
APL-5o: Express a belief that they can do things that are hard.	SED 4-2 Becomes Confident
APL-5p: Approach new experiences independently.	ATL 1-5 Shows Initiative
APL-5q: Ask to participate in new experiences that they have observed or heard about.	ATL 1-5 Shows Initiative
APL-5r: Independently seek new challenges.	ATL 1-5 Shows Initiative
APL-6: Children use a variety of strategies to solve problems.	
Infants – Birth to 12 months	
APL-6a: Try one or two strategies to get what they want (make noise, move or reach toward things, reject unwanted item).	ATL 1-3 Is Persistent
APL-6b: Try a familiar action in a new activity (hit a button on a new toy, try to open a visitor's purse).	ATL 1-2 Develops Memory
APL-6c: Use trial and error to get something done, get what they want, or solve simple problems.	ATL 1-3 Is Persistent
Younger Toddlers – 8 to 21 months	
APL-6d: 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, get a bigger box).	ATL 1-3 Is Persistent
APL-6e: Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something).	ATL 1-5 Shows Initiative
APL-6f: After unsuccessful attempts to solve a problem, ask for help from an adult (point, gesture, speak).	ATL 1-5 Shows Initiative
APL-6g: Vary actions on purpose to solve a problem (when fitting a shape into a shape sorter, turn the shape to fit; when opening a drawer, shake, then pull its handle).	ATL 1-3 Is Persistent
Older Toddlers – 18 to 36 months	
APL-6h: Try a variety of strategies to get what they want or solve a problem.	ATL 1-3 Is Persistent

APL-6i: Use language to obtain help to solve a problem (tell adults, "My car broke.").	ATL 1-3 Is Persistent
APL-6j: 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 floor when there are too many to carry).	ATL 1-6 Thinks with Creativity & Flexibility
Younger Preschoolers – 36 to 48 months	
APL-6k: 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?").	SED 5-2 Learns from Adults SED 6-3 Cooperates with Peers
APL-6l: Purposefully use a variety of strategies to solve different types of problems.	ATL 1-3 Is Persistent
APL-6m: Talk to themselves to work through the steps to solve a problem.	ATL 1-3 Is Persistent
Older Preschoolers - 48 to 60+ months	
APL-6n: 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?").	SED 5-2 Learns from Adults SED 6-3 Cooperates with Peers
APL-6o: Describe the steps they will use to solve a problem.	CS 14-3 Makes Plans
APL-6p: Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it.	CS 14-1 Solves Problems
APL-6q: Explain how they solved a problem to another person.	CS 14-4 Draws Conclusions and Sorts Results
Attentiveness, Effort and Persistence	
APL-7: Children demonstrate initiative.	
Infants – Birth to 12 months	
APL-7a: Communicate with sounds or movements to indicate preferences (make excited sound for food they like, push away food they don't like).	ATL 1-3 Is Persistent
APL-7b: Independently explore the different qualities of an object (notice the sound of a rattle, then be drawn	CS 13-1 Explores Objects

to the “feel” of it, exploring it with mouth or hand).	
Younger Toddlers – 8 to 21 months	
APL-7c: Express choices with actions or simple language (choose Cheerios® or a cracker).	ATL 1-5 Shows Initiative
APL-7d: Seek to repeat experiences they enjoy or succeed at (do shape sorter over and over, climb up and down stairs).	ATL 1-5 Shows Initiative
Older Toddlers – 18 to 36 months	
APL-7e: Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls).	ATL 1-5 Shows Initiative
APL-7f: Show increasing interest in performing tasks independently (put on jacket and try to zip it up).	ATL 1-5 Shows Initiative
APL-7g: Show and/or tell others what they have done.	SED 4-2 Becomes Confident
Younger Preschoolers – 36 to 48 months	
APL-7h: Show increasing independence and purpose when making choices (“I want to go to blocks.”).	ATL 1-5 Shows Initiative
APL-7i: Express goals or plans and follow through on them (“I’m going to draw my house.”).	ATL 1-5 Shows Initiative
APL-7j: Make decisions about materials needed to carry out a task.	ATL 1-5 Shows Initiative
Older Preschoolers - 48 to 60+ months	
APL-7k: Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”).	ATL 1-5 Shows Initiative
APL-7l: Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message).	ATL 1-5 Shows Initiative
APL-7m: Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”).	ATL 1-5 Shows Initiative

APL-8: Children maintain attentiveness and focus.	
Infants – Birth to 12 months	
APL-8a: Focus and attend to people and things around them.	ATL 1-1 Is Attentive
APL-8b: Repeat interesting actions over and over (push button to make toy pop up).	ATL 1-3 Is Persistent
APL-8c: Notice when the expected does not happen.	ATL 1-1 Is Attentive
Younger Toddlers – 8 to 21 months	
APL8d: 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).	ATL 1-1 Is Attentive
APL-8e: Focus on an interesting activity or interaction shared with adults for a short period of time.	ATL 1-1 Is Attentive
Older Toddlers – 18 to 36 months	
APL-8f: 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).	ATL 1-1 Is Attentive
APL8g: Keep working on interesting activities with other things going on around them.	ATL 1-3 Is Persistent
Younger Preschoolers – 36 to 48 months	
APL-8h: 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).	ATL 1-1 Is Attentive
APL-8i: Remain engaged in more complex activities that they have chosen.	ATL 1-1 Is Attentive
APL-8j: Maintain focus and return to an activity after a break.	ATL 1-1 Is Attentive
Older Preschoolers - 48 to 60+ months	
APL-8k: Sometimes able to focus on what is relevant to a task (sort multicolored wooden beads by shape).	ATL 1-1 Is Attentive

APL-8l: Consistently remain engaged in self-directed activities.	ATL 1-1 Is Attentive
APL-8m: Shift attention back to a task after having been diverted from it.	ATL 1-1 Is Attentive
APL-9: Children persist in challenging activities.	
Infants – Birth to 12 months	
APL-9a: Try over and over to make things happen (make sounds to get attention, work to get to something that is out of reach).	ATL 1-3 Is Persistent
Younger Toddlers – 8 to 21 months	
APL9b: Keep trying to accomplish tasks that they are not able to do immediately (put on a jacket, engage a busy adult in play).	ATL 1-3 Is Persistent
Older Toddlers – 18 to 36 months	
APL9c: Seek help from others to complete a challenging activity.	ATL 1-3 Is Persistent
APL-9d: Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit).	ATL 1-3 Is Persistent
Younger Preschoolers – 36 to 48 months	
APL-9e: 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).	ATL 1-3 Is Persistent
APL-9f: 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).	ATL 1-3 Is Persistent
APL-9g: Keep working to complete tasks, including those that are somewhat difficult.	ATL 1-3 Is Persistent
Older Preschoolers - 48 to 60+ months	
APL-9h: 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	ATL 1-3 Is Persistent

help in naming an unfamiliar animal in a picture).	
APL-9i: 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).	ATL 1-3 Is Persistent
APL-9j: Plan and follow through on longer-term tasks (planting a seed and caring for the plant).	ATL 1-3 Is Persistent
APL-9k: Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later).	ATL 1-3 Is Persistent

Emotional and Social Development	
Developing a Sense of Self	
ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.	
Infants – Birth to 12 months	
ESD-1a: Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies).	SED 4-1 Develops Awareness of Self
ESD-1b: Show interest in their image in a mirror (stare, smile, reach out to touch).	SED 4-1 Develops Awareness of Self
ESD-1c: Respond to their name with sounds or movement.	LC 7-1 Develops Receptive Communication
ESD-1d: Express likes and dislikes (smile, cry, and protest).	ATL 1-5 Shows Initiative
Younger Toddlers – 8 to 12 months	
ESD-1e: Show awareness of specific body parts.	SED 4-1 Develops Awareness of Self
ESD-1f: Recognize themselves in a mirror (point to self, make faces in mirror).	SED 4-1 Develops Awareness of Self
ESD-1g: Express choices with gestures, signs, or words (select a toy they want).	ATL 1-5 Shows Initiative
Older Toddlers – 18 to 36 months	

ESD-1h: Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures, say, "I help Daddy!").	SED 4-1 Develops Awareness of Self
ESD-1i: Use their own name or a personal pronoun to refer to themselves (I, me, and mine).	SED 4-1 Develops Awareness of Self
ESD-1j: Make choices and have favorite clothes, toys, and activities.	ATL 1-5 Shows Initiative
Younger Preschoolers – 36 to 48 months	
ESD-1k: Describe self (characteristics that can be seen, things they can do, things they like, possessions).	SED 4-1 Develops Awareness of Self
ESD-1l: 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.").	SED 4-1 Develops Awareness of Self
ESD-1m: Use own first and last name.	SED 4-1 Develops Awareness of Self
ESD-1n: Choose activities they like and name their favorite activities.	ATL 1-5 Shows Initiative
Older Preschoolers - 48 to 60+ months	
ESD-1o: Describe themselves in concrete ways, with greater detail and accuracy ("My eyes are brown." "I am tall.").	SED 4-1 Develops Awareness of Self
ESD-1p: Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group).	SED 4-1 Develops Awareness of Self
ESD-1q: Choose to spend more time on preferred activities, and express awareness of skills they are developing.	ATL 1-5 Shows Initiative SED 4-2 Becomes Confident
ESD-2: Children express positive feelings about themselves and confidence in what they can do.	
Infants – Birth to 12 months	
ESD-2a: Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound).	ATL 1-3 Is Persistent

ESD-2b: Show pleasure at things they have done (wiggle, coo, laugh).	SED 4-2 Becomes Confident
ESD-2c: Explore the environment with support from a familiar, trusted adult.	ATL 1-4 Is Curious
Younger Toddlers – 8 to 12 months	
ESD-2d: Explore the environment on their own, but check in with a familiar, trusted adult occasionally.	ATL 1-4 Is Curious
ESD-2e: 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).	ATL 1-3 Is Persistent
ESD-2f: Bring others things they like or show them things they have done.	SED 6-3 Cooperates with Peers
Older Toddlers – 18-36 months	
ESD-2g: Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	SED 4-2 Becomes Confident
ESD-2h: Explore the environment independently to satisfy their own interests (seek out toy or favorite materials).	ATL 1-4 Is Curious
ESD-2i: Show confidence in their abilities through actions and/ or language (try to lift a heavy object, say, "I'm strong!").	SED 4-2 Becomes Confident
ESD-2j: Attempt to reach goals without help from others (push adult away, say "Me do it myself!").	ATL 1-5 Shows Initiative
Younger Preschoolers – 36 to 48 months	
ESD-2k: Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	SED 4-2 Becomes Confident
ESD-2l: Express the belief that they can do many things.	SED 4-2 Becomes Confident
ESD-2m: Try new activities and attempt new challenges.	ATL 1-5 Shows Initiative
Older Preschoolers – 48 to 60+ months	

ESD-2n: Express positive feelings about them- selves by showing and/or telling others about themselves, things they like, or things they have done.	SED 4-2 Becomes Confident
ESD-2o: Express the belief that they can do many things.	SED 4-2 Becomes Confident
ESD-2p: Stick with tasks even when they are challenging.	ATL 1-3 Is Persistent
ESD-2q: Express opinions about their abilities in different areas (“I’m a good friend.” “I can run fast.” “I know all my letters!”).	SED 4-2 Becomes Confident
Developing Sense of Self with Others	
ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.	
Infants – Birth to 12 months	
ESD3a: Enjoy being held, cuddled, and talked to by familiar adults.	SED 5-1 Bonds with Adults
ESD-3b: Recognize and reach out to familiar people.	SED 5-1 Bonds with Adults
ESD-3c: Seek to be near their caregivers; stop crying when they come near.	SED 5-1 Bonds with Adults
ESD-3d: Show signs of separation anxiety when a familiar caregiver leaves.	SED 5-1 Bonds with Adults
ESD-3e: Make eye contact with others.	SED 5-1 Bonds with Adults
ESD-3f: Imitate sounds, facial expressions, or gestures they see other people do (peek- a-boo, hands up for “so big”).	SED 5-1 Bonds with Adults
Younger Toddlers – 8 to 12 months	
ESD-3g: 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).	SED 5-1 Bonds with Adults
ESD-3h: Offer toys and objects to familiar adults.	SED 5-1 Bonds with Adults

ESD-3i: Look to adult for affirmation of behavior/guidance.	SED 5-1 Bonds with Adults
Older Toddlers - 18 to 36 months	
ESD-3j: Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval).	SED 5-1 Bonds with Adults
ESD-3k: Form close relationships with their primary caregivers and other familiar adults.	SED 5-1 Bonds with Adults
ESD-3l: Seek help from trusted adults when upset (when fearful or having difficulty with something).	SED 5-1 Bonds with Adults
ESD-3m: Are less likely to get upset when primary caregiver is with them.	SED 5-1 Bonds with Adults
ESD-3n: Use words to influence caregivers' behavior (ask for help, talk about something they want the adult to do).	SED 5-2 Learns from Adults
Younger Preschoolers – 36 to 48 months	
ESD-3o: Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval).	SED 5-1 Bonds with Adults
ESD-3p: Show affection for adults they are close to.	SED 5-1 Bonds with Adults
ESD-3q: Given time, form positive relationships with new teachers or caregivers.	SED 5-1 Bonds with Adults
ESD-3r: Show ease and comfort in their interactions with familiar adults.	SED 5-1 Bonds with Adults
ESD-3s: Ask for assistance from adults.	SED 5-1 Bonds with Adults
Older Preschoolers – 48 to 60+ months	
ESD-3t: Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval).	SED 5-1 Bonds with Adults
ESD-3u: Form positive relationships with new teachers or caregivers over time.	SED 5-1 Bonds with Adults

ESD-3v: Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something).	SED 5-2 Learns from Adults
ESD-4: Children form relationships and interact positively with other children.	
Infants - Birth to 12 months	
ESD-4a: Notice other infants and children (look at them, turn in other's direction, reach for them, touch them).	SED 6-2 Bonds with Peers
Younger Toddlers - 8 to 21 months	
ESD-4b: Show pleasure at the arrival of familiar peers.	SED 6-2 Bonds with Peers
ESD-4c: Enjoy playing alongside other children.	SED 6-2 Bonds with Peers SED 3-2 Manages Feelings & Demonstrates Self-Control
ESD-4d: Imitate actions of older siblings and playmates.	SED 6-3 Cooperates with Peers
ESD-4e: Offer toys and objects to other children.	SED 6-3 Cooperates with Peers
Older Toddlers - 18 to 36 months	
ESD-4f: Show affection or preference for particular children (spontaneously hug, want to play, call child a friend).	SED 6-2 Bonds with Peers
ESD-4g: Remember and use names of familiar playmates.	SED 6-2 Bonds with Peers
ESD-4h: Use appropriate words to influence playmates' behavior ("Play with me." "Stop hitting me.").	SED 6-2 Bonds with Peers
ESD-4i: Participate in play with other children.	SED 6-3 Cooperates with Peers
ESD-4j: Show positive emotion and turn-taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys).	SED 6-3 Cooperates with Peers
Younger Preschoolers - 36 to 48 months	
ESD-4k: Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing).	SED 6-3 Cooperates with Peers
ESD-4l: Form and maintain friendships with a few other children.	SED 6-2 Bonds with Peers

ESD-4m: Identify another child as a friend.	SED 6-2 Bonds with Peers
ESD-4n: Approach other children easily, expecting positive interactions.	SED 6-2 Bonds with Peers
ESD-4o: Show ease and comfort in their interactions with familiar children.	SED 6-2 Bonds with Peers
Older Preschoolers - 48 to 60+ months	
ESD-4p: Demonstrate social skills when interacting with other children (turn- taking, conflict resolution, sharing).	SED 6-3 Cooperates with Peers
ESD-4q: Form and maintain friendships with other children of diverse cultural backgrounds and abilities.	SED 6-2 Bonds with Peers
ESD-4r: Seek and give support to children they identify as friends.	SED 6-2 Bonds with Peers
ESD-4s: 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).	SED 6-3 Cooperates with Peers
ESD-4t: Play and interact cooperatively with other children (work on project together, exchange ideas).	SED 6-3 Cooperates with Peers
ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.	
Infants - Birth to 12 months	
Emerging	
Younger Toddlers - 8 to 21 months	
ESD-5a: 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).	LC 7-2 Develops Expressive Communication
ESD-5b: Follow simple directions some of the time.	LC 7-1 Develops Receptive Communication
ESD-5c: Control impulses some of the time (look at forbidden object and say, "No, no," allow adult to direct them to a different activity).	SED 3-2 Manages Feelings & Demonstrates Self-Control

ESD-5d: Accept adult help to resolve problems and conflicts and cooperate when adults redirect them from a situation that poses a problem.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Older Toddlers - 18 to 36 months	
ESD-5e: Follow social rules, transitions, and routines that have been explained to them, with reminders and practice.	ATL 2-1 Understands Routines
ESD-5f: Adjust their behavior to fit different situations (tiptoe near a sleeping baby, use a quiet voice inside, run outside).	ATL 2-2 Shows Responsibility
ESD-5g: Evaluate their own and others' actions as right or wrong (pointing out another child is climbing on the table).	ATL 2-2 Shows Responsibility
ESD-5h: Show caring and cooperation (help to put away toys, offer to help another person).	ATL 2-2 Shows Responsibility SED 6-1 Builds Empathy
ESD-5i: Wait for a short time to get what they want (a turn with a toy, snack), with guidance and support.	ATL 2-2 Shows Responsibility
ESD-5j: Accept "no" without getting overly upset.	ATL 2-2 Shows Responsibility
Younger Preschoolers - 36 to 48 months	
ESD-5k: Follow social rules, transitions, and routines that have been explained to them, with reminders and practice.	ATL 2-1 Understands Routines
ESD-5l: Often make requests clearly and effectively.	ATL 2-2 Shows Responsibility
ESD-5m: Show awareness that their actions affect others (move carefully around classmate's block structure).	ATL 2-2 Shows Responsibility
ESD-5n: Wait for a short time to get what they want (a turn with a toy, a snack).	ATL 2-2 Shows Responsibility
ESD-5o: Work to resolve conflicts effectively, with guidance and support.	ATL 2-2 Shows Responsibility
ESD5p: Notice and accept similarities and differences among all people, including people with disabilities.	ATL 2-2 Shows Responsibility SED 6-1 Builds Empathy

ESD-5q: Recognize and honor cultural differences.	SED 4-1 Develops Awareness of Self
Older Preschoolers - 48 to 60+ months	
ESD-5r: Follow social rules, transitions, and routines that have been explained to them.	ATL 2-1 Understands Routines
ESD-5s: Make requests clearly and effectively most of the time.	ATL 1-5 Shows Initiative
ESD-5t: Balance their own needs with those of others in the group.	ATL 2-2 Shows Responsibility SED 6-1 Builds Empathy
ESD-5u: Anticipate consequences and plan ways to solve problems effectively, with guidance and support.	ATL 2-2 Shows Responsibility
ESD-5v: Use a variety of strategies to solve problems and conflicts with increasing independence.	ATL 2-2 Shows Responsibility
ESD-5w: Express respect and caring for all people, including people with disabilities.	SED 6-1 Builds Empathy
ESD-5x: Recognize and honor cultural differences.	SED 4-1 Develops Awareness of Self
Learning about Feelings	
ESD-6: Children identify, manage, and express their feelings.	
Infants - Birth to 12 months	
ESD-6a: Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice.	SED 3-1 Expresses Emotion
ESD-6b: Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss).	SED 3-1 Expresses Emotion
ESD-6c: Soothe themselves (suck thumb or pacifier, shift attention, snuggle with soft toy).	SED 3-2 Manages Feelings & Demonstrates Self-Control
Younger Toddlers - 8 to 21 months	
ESD-6d: Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice.	SED 3-1 Expresses Emotion
ESD-6e: Use body language, facial expression, and sometimes words to communicate feelings (clap when	SED 3-1 Expresses Emotion

happy, pout and hunch shoulders when sad, shout “Whee!” when excited).	
ESD-6f: Separate from parent or main caregiver without being overcome by stress.	SED 3-2 Manages Feelings & Demonstrates Self-Control
ESD-6g: Find comfort and calm down in a familiar setting or with a familiar person.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Older Toddlers - 18 to 36 months	
ESD6h: 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.	SED 3-1 Expresses Emotion
ESD-6i: Communicate to make needs known.	SED 3-1 Expresses Emotion
ESD-6j: 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).	SED 3-2 Manages Feelings & Demonstrates Self-Control
ESD-6k: Display emotional outbursts less often.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Younger Preschoolers - 36 to 48 months	
ESD6l: 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.	SED 3-1 Expresses Emotion
ESD-6m: Use a variety of words or signs to express and manage feelings more clearly.	SED 3-1 Expresses Emotion
ESD-6n: Describe reasons for their feelings (“I’m sad because Grandma’s leaving.” “That makes me mad when you do that!”).	SED 3-2 Manages Feelings & Demonstrates Self-Control
Older Preschoolers - 48 to 60+ months	
ESD-6o: 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.	SED 3-1 Expresses Emotion

ESD-6p: Independently manage and express feelings effectively most of the time.	SED 3-2 Manages Feelings & Demonstrates Self-Control SED 3-1 Expresses Emotion
ESD-6q: Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”).	SED 3-1 Expresses Emotion
ESD-6r: 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.”).	SED 3-1 Expresses Emotion
ESD-6s: Use problem-solving strategies when feeling angry or frustrated.	SED 3-2 Manages Feelings & Demonstrates Self-Control
ESD-7: Children recognize and respond appropriately to the needs and feelings of others.	
Infants - Birth to 12 months	
ESD-7a: Become upset when another infant is crying.	SED 6-1 Builds Empathy
ESD-7b: Respond differently to positive vs. negative emotional expressions of others.	SED 6-1 Builds Empathy
Younger Toddlers - 8 to 21 months	
ESD-7c: Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).	SED 6-1 Builds Empathy
ESD-7d: 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).	SED 6-1 Builds Empathy
ESD7e: Match their tone and emotions to that of others during interactions.	SED 6-1 Builds Empathy
Older Toddlers - 18 to 36 months	
ESD-7f: Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).	SED 6-1 Builds Empathy
ESD-7g: Communicate concern for others (share a toy with someone who doesn’t have one, ask, “Are you OK?”).	SED 6-1 Builds Empathy

ESD-7h: Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).	SED 6-1 Builds Empathy
ESD-7i: Recognize facial expressions or actions associated with different emotions.	SED 6-1 Builds Empathy
Younger Preschoolers - 36 to 48 months	
ESD-7j: Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).	SED 6-1 Builds Empathy
ESD-7k: Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?").	SED 6-1 Builds Empathy
ESD-7l: Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).	SED 6-1 Builds Empathy
ESD-7m: 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.").	SED 6-1 Builds Empathy
Older Preschoolers - 48 to 60+ months	
ESD-7n: Communicate understanding and empathy for others' feelings.	SED 6-1 Builds Empathy
ESD-7o: Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled.").	SED 6-1 Builds Empathy
ESD-7p: 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).	SED 6-1 Builds Empathy

Health and Physical Development	
Physical Health and Growth	

HPD-1: Children develop healthy eating habits.	
Infants - Birth to 12 months	
HPD-1a: Show interest in feeding routines.	PMP 19-1 Develops Meal Time Independence
HPD-1b: Help with feeding themselves (eat finger foods, hold bottle).	PMP 19-1 Develops Meal Time Independence
HPD-1c: Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full).	PMP 19-1 Develops Meal Time Independence
HPD-1d: Indicate foods they like and do not like.	PMP 19-1 Develops Meal Time Independence
HPD-1e: Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away).	PMP 19-1 Develops Meal Time Independence
HPD-1f: Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food.	PMP 19-1 Develops Meal Time Independence
Younger Toddlers - 8 to 21 months	
HPD-1g: Try new foods.	PMP 19-1 Develops Meal Time Independence
HPD-1h: Feed themselves with some assistance (may use hands, spoons, or cups with or without lids).	PMP 19-1 Develops Meal Time Independence
HPD-1i: Ask for or accept food when hungry.	PMP 19-1 Develops Meal Time Independence
HPD-1j: Eat enough to meet nutritional needs, even when the 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).	PMP 20-1 Learns about Nutrition
HPD-1k: Eat a variety of small pieces of age-appropriate table foods.	PMP 19-1 Develops Meal Time Independence
Older Toddlers - 18 to 36 months	
HPD-1l: Try new foods.	PMP 19-1 Develops Meal Time Independence
HPD-1m: Feed themselves using utensils and hands.	PMP 19-1 Develops Meal Time Independence
HPD-1n: Eat foods depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food).	PMP 19-1 Develops Meal Time Independence

HPD1o: Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples).	PMP 19-1 Develops Meal Time Independence
Younger Preschoolers - 36 to 48 months	
HPD-1p: Try new foods.	PMP 19-1 Develops Meal Time Independence
HPD-1q: Feed themselves independently with utensils.	PMP 19-1 Develops Meal Time Independence
HPD1r: Communicate that some foods are good for them (fruits, vegetables, milk) and some are not healthy (potato chips, soda).	PMP 20-1 Learns about Nutrition
Older Preschoolers - 48 to 60+ months	
HPD-1s: Try new foods.	PMP 19-1 Develops Meal Time Independence
HPD-1t: Feed themselves independently with utensils.	PMP 19-1 Develops Meal Time Independence
HPD-1u: Given a selection of familiar foods, identify which foods are nutritious and which are not.	PMP 20-1 Learns about Nutrition
HPD-1v: Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal).	PMP 20-1 Learns about Nutrition
HPD-1w: Name foods and beverages that help to build healthy bodies.	PMP 20-1 Learns about Nutrition
HPD-2: Children engage in and sustain various forms of physical play indoors and out.	
Infants - Birth to 12 months	
HPD2a: Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over).	PMP 17-1 Develops Perception & Balance PMP 17-2 Develops Lower Body Strength PMP 17-3 Develops Upper Body Strength
HPD-2b: Move their bodies to explore the indoor and outdoor environment.	PMP 17-1 Develops Perception & Balance PMP 17-2 Develops Lower Body Strength PMP 17-3 Develops Upper Body Strength
HPD-2c: Develop strength by continuing movements over short periods of time.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Younger Toddlers - 8 to 21 months	
HPD-2d: Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving).	PMP 17-1 Develops Perception & Balance PMP 17-2 Develops Lower Body Strength PMP 17-3 Develops Upper Body Strength

HPD-2e: Anticipate and ask for outdoor play (point at door and say, "Out!", resist coming indoors).	PMP 17-2 Develops Lower Body Strength
HPD-2f: Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over).	PMP 17-1 Develops Perception & Balance PMP 17-2 Develops Lower Body Strength PMP 17-3 Develops Upper Body Strength
HPD-2g: Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Older Toddlers - 18 to 36 months	
HPD-2h: Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
HPD-2i: Show satisfaction with new active skills and strengths (ask others to watch them, say, "I'm big and strong!").	SED 4-2 Becomes Confident
HPD-2j: With guidance and support, transition from active to quiet activities.	ATL 1-6 Thinks with Creativity & Flexibility
Younger Preschoolers - 36 to 48 months	
HPD-2k: Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
HPD-2l: Choose a variety of structured and unstructured physical activities indoors and outdoors.	ATL 1-5 Shows Initiative
HPD-2m: Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching).	PMP 17-5 Develops Large Motor Coordination Skills
HPD-2n: Transition from active to quiet activities with limited guidance and support.	ATL 1-6 Thinks with Creativity & Flexibility
Older Preschoolers - 48 to 60+ months	
HPD-2o: Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times

HPD-2p: Communicate ways physical activity keeps us healthy and makes us feel good.	ATL 1-5 Shows Initiative
HPD-2q: Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play).	PMP 17-5 Develops Large Motor Coordination Skills
HPD-2r: Transition independently from active to quiet activities most of the time.	ATL 1-6 Thinks with Creativity & Flexibility
HPD-3: Children develop healthy sleeping habits.	
Infants - Birth to 12 months	
HPD-3a: Sleep for longer periods at a time (more at night, and less during the day).	PMP 19-4 Develops Naptime Independence
HPD-3b: Settle down and fall asleep after a routine that includes a familiar series of events.	PMP 19-4 Develops Naptime Independence
HPD-3c: Develop a personal sleep routine or pattern.	PMP 19-4 Develops Naptime Independence
Younger Toddlers - 8 to 21 months	
HPD-3d: Cooperate with sleep routines (choose a book, get preferred sleep toy).	PMP 19-4 Develops Naptime Independence
HPD-3e: Use simple sounds, gestures, or words to show they are tired (say, "Night, night.>").	LC 7-2 Develops Expressive Communication
Older Toddlers - 18 to 36 months	
HPD-3f: Use language about sleep (say, "Time for bed," after clearing lunch things; give sign for sleep).	LC 7-2 Develops Expressive Communication
HPD-3g: With guidance, participate in sleep routines (wash hands after lunch, get blanket, lie down on bed or mat).	PMP 19-4 Develops Naptime Independence
HPD-3h: Learning to fall asleep on their own.	PMP 19-4 Develops Naptime Independence
Younger Preschoolers - 36 to 48 months	
HPD-3i: Recognize and communicate signs of being tired.	LC 7-2 Develops Expressive Communication
HPD-3j: With increasing independence, start and participate in sleep routines.	PMP 19-4 Develops Naptime Independence

Older Preschoolers - 48 to 60+ months	
HPD-3k: Communicate ways sleep keeps us healthy and makes us feel good.	LC 7-2 Develops Expressive Communication
HPD-3l: Independently start and participate in sleep routines most of the time.	PMP 19-4 Develops Naptime Independence
Motor Development	
HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.	
Infants - Birth to 12 months	
HPD-4a: Gain control of arm and leg movements.	PMP 17-3 Develops Upper Body Strength PMP 17-2 Develops Lower Body Strength
HPD-4b: Develop upright posture when sitting and standing.	PMP 17-1 Develops Perception & Balance
HPD-4c: Move in and out of various positions by rolling, pushing up, and pulling to stand.	PMP 17-1 Develops Perception & Balance
HPD-4d: Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk).	PMP 17-1 Develops Perception & Balance
Younger Toddlers - 8 to 21 months	
HPD-4e: Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor).	PMP 17-1 Develops Perception & Balance
HPD-4f: Move arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps).	PMP 17-5 Develops Large Motor Coordination Skills
HPD-4g: Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker).	PMP 17-1 Develops Perception & Balance
Older Toddlers - 18 to 36 months	
HPD-4h: Move arms and legs to complete a task (kick, jump, step, pedal, push away).	PMP 17-5 Develops Large Motor Coordination Skills
HPD-4i: Move through the world with a variety of movements and with increasing independence (run, jump, pedal).	PMP 17-1 Develops Perception & Balance

HPD-4j: Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide).	PMP 17-5 Develops Large Motor Coordination Skills
HPD-4k: 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).	PMP 17-1 Develops Perception & Balance
Younger Preschoolers - 36 to 48 months	
HPD-4l: Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps.	PMP 17-1 Develops Perception & Balance
HPD-4m: Refine movements and show generally good coordination (e.g., throwing and catching).	PMP 17-4 Develops Gross Hand-Eye Coordination
HPD-4n: Demonstrate large muscle control by throwing balls accurately, sliding down slides, pedaling riding toys, and using assistive technology effectively.	PMP 17-5 Develops Large Motor Coordination Skills
HPD-4o: Move in space with good coordination (running, hopping in place, galloping).	PMP 17-5 Develops Large Motor Coordination Skills
Older Preschoolers - 48 to 60+ months	
HPD-4p: Coordinate movement of upper and lower body.	PMP 17-4 Develops Gross Hand-Eye Coordination PMP 17-5 Develops Large Motor Coordination Skills
HPD-4q: Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another).	PMP 17-5 Develops Large Motor Coordination Skills
HPD-4r: Move quickly through the environment and stop (run fast, pedal fast).	PMP 17-5 Develops Large Motor Coordination Skills
HPD-4s: Show awareness of own body in relation to other people and objects while moving through space.	PMP 17-1 Develops Perception & Balance
HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.	
Infants - Birth to 12 months	

HPD-5a: Use both hands to swipe at, reach for, grasp, hold, shake, and release objects.	PMP 18-2 Develops Fine Hand-Eye Coordination
HPD-5b: Transfer objects from one hand to the other.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
HPD-5c: Use a pincer grasp to pick up an object with finger and thumb.	PMP 18-2 Develops Fine Hand-Eye Coordination
Younger Toddlers - 8 to 21 months	
HPD-5d: Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
HPD-5e: Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers).	PMP 18-2 Develops Fine Hand-Eye Coordination
HPD-5f: Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling), however imperfectly.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Older Toddlers - 18 to 36 months	
HPD5g: Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
HPD5h: Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters).	PMP 18-2 Develops Fine Hand-Eye Coordination
HPD-5i: Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Younger Preschoolers - 36 to 48 months	
HPD-5j: Draw simple shapes and figures (square for block, circles).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
HPD-5k: Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh®, work puzzles with smaller pieces).	PMP 18-2 Develops Fine Hand-Eye Coordination
HPD-5l: Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Older Preschoolers - 48 to 60+ months	

HPD-5m: Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
HPD-5n: Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces).	PMP 18-2 Develops Fine Hand-Eye Coordination
HPD5o: Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Self-Care	
HPD-6: Children develop awareness of their needs and the ability to communicate their needs.	
Infants - Birth to 12 months	
HPD-6a: Use different sounds to let caregivers know they need attention.	PMP 19-2 Develops Self-Care Skills
HPD-6b: Begin to soothe themselves (suck thumb, find pacifier, reach for a security object).	SED 3-2 Manages Feelings & Demonstrates Self-Control
Younger Toddlers - 8 to 21 months	
HPD-6c: Use gestures, words, signs, or sign language to communicate what they need.	PMP 19-2 Develops Self-Care Skills
HPD-6d: 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).	SED 3-2 Manages Feelings & Demonstrates Self-Control
Older Toddlers - 18 to 36 months	
HPD-6e: Use words, signs, 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).	PMP 19-2 Develops Self-Care Skills
HPD-6f: Soothe themselves when needed (find a quiet area for alone time, look at book before nap).	SED 3-2 Manages Feelings & Demonstrates Self-Control
Younger Preschoolers - 36 to 48 months	
HPD-6g: Use words, signs, 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).	PMP 19-2 Develops Self-Care Skills

HPD-6h: Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner).	SED 3-2 Manages Feelings & Demonstrates Self-Control
Older Preschoolers - 48 to 60+ months	
HPD-6i: Use language to ask adults or peers specifically for the kind of help needed in a particular situation.	PMP 19-2 Develops Self-Care Skills
HPD-6j: Consistently use strategies to calm themselves when needed.	SED 3-2 Manages Feelings & Demonstrates Self-Control
HPD-7: Children develop independence in caring for themselves and their environment.	
Infants - Birth to 12 months	
HPD-7a: Accept care routines (mouth care, handwashing, diapering, dressing, and bathing).	PMP 19-2 Develops Self-Care Skills
HPD7b: Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing).	PMP 19-2 Develops Self-Care Skills
Younger Toddlers - 8 to 21 months	
HPD-7c: Cooperate and help with care routines and cleanup (mouth care, handwashing, diapering, dressing, bathing).	PMP 19-2 Develops Self-Care Skills
HPD7d: Drink from a cup (with or without a lid) and feed themselves with their fingers or a spoon.	PMP 19-1 Develops Meal Time Independence
Older Toddlers - 18 to 36 months	
HPD-7e: Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.	PMP 19-2 Develops Self-Care Skills
HPD-7f: Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show an interest in toileting).	PMP 19-2 Develops Self-Care Skills
HPD-7g: Feed themselves with a spoon.	PMP 19-1 Develops Meal Time Independence
HPD-7h: Help with meal and snack routines.	PMP 19-1 Develops Meal Time Independence
HPD-7i: Begin to take care of objects (put toys away, handle materials carefully, water plants or garden).	PMP 19-2 Develops Self-Care Skills

Younger Preschoolers - 36 to 48 months	
HPD-7j: Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.	PMP 19-2 Develops Self-Care Skills
HPD-7k: Dress and undress themselves with occasional assistance.	PMP 19-2 Develops Self-Care Skills
HPD-7l: Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow).	PMP 19-2 Develops Self-Care Skills
HPD-7m: Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet).	PMP 19-2 Develops Self-Care Skills
HPD-7n: Serve food for themselves.	PMP 19-1 Develops Meal Time Independence
HPD-7o: Help with routine care of the indoor and outdoor learning environment (recycle, care for garden).	CS 15-2 Develops an Understanding of and Care for the Natural World
HPD-7p: Name people who help children stay healthy.	PMP 19-2 Develops Self-Care Skills
Older Preschoolers - 48 to 60+ months	
HPD-7q: Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.	PMP 19-2 Develops Self-Care Skills
HPD-7r: Dress and undress themselves independently.	PMP 19-2 Develops Self-Care Skills
HPD-7s: Perform tasks to maintain the indoor and outdoor learning environment independently.	PMP 19-2 Develops Self-Care Skills
HPD-7t: Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones).	PMP 19-2 Develops Self-Care Skills
Safety Awareness	
HPD-8: Children develop awareness of basic safety rules and begin to follow them.	
Infants - Birth to 12 months	
HPD-8a: Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers).	SED 5-1 Bonds with Adults

HPD8b: Notice and imitate adults' reactions to new people and situations.	SED 5-2 Learns from Adults
Younger Toddlers - 8 to 21 months	
HPD-8c: Watch for adult reactions to unfamiliar things or situations that might be dangerous.	PMP 20-2 Learns Safety Rules
HPD-8d: Show some caution about unfamiliar and/ or unsafe situations.	PMP 20-2 Learns Safety Rules
HPD-8e: Respond to simple warnings that prevent harm ("Stop!" "Hot!" "Wait!").	PMP 20-2 Learns Safety Rules
Older Toddlers - 18 to 36 months	
HPD-8f: Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened).	PMP 20-2 Learns Safety Rules
HPD-8g: Increase self-control over their impulses (remind self not to touch something; wait for adult vs. running ahead).	PMP 20-2 Learns Safety Rules
HPD-8h: With guidance, recognize and avoid situations that might cause harm.	PMP 20-2 Learns Safety Rules
Younger Preschoolers - 36 to 48 months	
HPD-8i: Know what their bodies can do and play within their abilities to avoid injury to self or others.	PMP 20-2 Learns Safety Rules
HPD-8j: Usually recognize and avoid objects and situations that might cause harm.	PMP 20-2 Learns Safety Rules
HPD-8k: Usually follow established safety rules.	PMP 20-2 Learns Safety Rules
HPD-8l: Call a trusted adult when someone gets injured or is in an unsafe situation.	PMP 20-2 Learns Safety Rules
Older Preschoolers - 48 to 60+ months	
HPD-8m: Avoid potentially dangerous behaviors.	PMP 20-2 Learns Safety Rules
HPD-8n: Consistently recognize and avoid objects, substances, and activities within the environment that might cause harm.	PMP 20-2 Learns Safety Rules

HPD-8o: Independently follow established safety rules.	PMP 20-2 Learns Safety Rules
HPD-8p: Identify people who can help them in the community (police, firefighter, nurse).	PMP 20-2 Learns Safety Rules

Language Development and Communication	
Learning to Communicate	
LDC-1: Children understand communications from others.	
Infants - Birth to 12 months	
LDC-1a: Engage in individual and reciprocal sound exploration and play (make “raspberries” or other sounds with someone).	LC 7-2 Develops Expressive Communication
LDC-1b: Show interest in voices and focus on speech directed at them.	LC 7-1 Develops Receptive Communication
LDC-1c: Respond to different tones in speech directed at them.	LC 7-1 Develops Receptive Communication
LDC-1d: Respond to simple requests (“Come here” or “Do you want more?”).	LC 7-1 Develops Receptive Communication
Younger Toddlers - 8 to 21 months	
LDC-1e: Respond to others by using words or signs.	LC 7-1 Develops Receptive Communication
LDC-1f: Respond appropriately to gestures, facial expressions, tone of voice, and some words that show emotions.	LC 7-1 Develops Receptive Communication
LDC-1g: Follow simple directions and/or visual cues (“Put your pillow on the mat.” “Please sit by me.”).	LC 7-1 Develops Receptive Communication
Older Toddlers - 18 to 36 months	
LDC-1h: Respond when others talk to them, using a larger variety of words or signs.	LC 7-1 Develops Receptive Communication
LDC-1i: Respond appropriately to gestures, facial expressions, tone of voice, and some words that show emotions.	LC 7-1 Develops Receptive Communication
LDC-1j: 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.”).	LC 7-1 Develops Receptive Communication

Younger Preschoolers - 36 to 48 months	
LDC-1k: Show understanding of increasingly complex sentences.	LC 7-1 Develops Receptive Communication
LDC-1l: With prompting and support, respond to requests for information or action.	LC 7-1 Develops Receptive Communication
LDC-1m: Follow simple multistep directions with visual cues, if needed.	LC 7-1 Develops Receptive Communication
Older Preschoolers - 48 to 60+ months	
LDC-1n: Show understanding of increasingly complex sentences.	LC 7-1 Develops Receptive Communication
LDC-1o: Respond to requests for information or action.	LC 7-1 Develops Receptive Communication
LDC-1p: Follow more detailed multistep directions.	LC 7-1 Develops Receptive Communication
LDC-2: Children participate in conversations with peers and adults.	
Infants - Birth to 12 months	
LDC-2a: Respond differently to facial expressions and tones of voice.	LC 7-2 Develops Expressive Communication
LDC-2b: Pay brief attention to the same object the caregiver is looking at.	ATL 1-1 Is Attentive
LDC-2c: Engage in turn-taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear).	LC 7-6 Learns Conversation Structure
Younger Toddlers - 8 to 21 months	
LDC-2d: Establish joint attention by looking at an object, at their caregiver, and back at the object.	ATL 1-1 Is Attentive
LDC-2e: Respond to and initiate dialogue with another person.	LC 7-6 Learns Conversation Structure
LDC-2f: Use movement or behavior to initiate interaction with another person.	LC 7-2 Develops Expressive Communication
Older Toddlers - 18 to 36 months	
LDC-2g: Engage in short dialogues of a few turns.	LC 7-6 Learns Conversation Structure
LDC-2h: Ask questions or use verbal or nonverbal cues to initiate communication with another child or adult.	LC 7-6 Learns Conversation Structure

Younger Preschoolers - 36 to 48 months	
LDC2i: Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication).	LC 7-2 Develops Expressive Communication
LDC2j: Initiate and carry on conversations and ask questions about things that interest them.	LC 7-6 Learns Conversation Structure
LDC-2k: With prompting and support, make comments and ask questions related to the topic of discussion.	LC 7-6 Learns Conversation Structure
Older Preschoolers - 48 to 60+ months	
LDC-2l: Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication).	LC 7-2 Develops Expressive Communication
LDC-2m: Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation.	LC 7-6 Learns Conversation Structure
LDC-2n: Initiate and participate in conversations related to interests of their own or the persons they are communicating with.	LC 7-6 Learns Conversation Structure
LDC-2o: Participate in a group discussion, making comments and asking questions related to the topic.	LC 7-6 Learns Conversation Structure
LDC-2p: Show an appreciation for and can use humor appropriately.	LC 7-6 Learns Conversation Structure
LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Infants - Birth to 12 months	
Emerging	
Younger Toddlers - 8 to 21 months	
LDC-3a: Respond to simple statements and questions about pictures, play, people, and things that are happening.	LC 7-1 Develops Receptive Communication

Older Toddlers 1- 8 to 36 months	
LDC-3b: Answer simple questions (“What is she doing?” “What happened to the bear in the story?”).	LC 7-6 Learns Conversation Structure
LDC-3c: Use simple sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information.	LC 7-6 Learns Conversation Structure
Younger Preschoolers - 36 to 48 months	
LDC-3d: Answer longer questions using more detail. LDC-3d	LC 7-6 Learns Conversation Structure
LDC-3e: Use sentences or questions to ask for things (people, actions, objects, pets) or gain information.	LC 7-6 Learns Conversation Structure
Older Preschoolers - 48 to 60+ months	
LDC-3f: Answer more complex questions with an explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me”).	LC 7-6 Learns Conversation Structure
LDC-3g: Ask specific questions to learn more about their world, understand tasks, and solve problems.	LC 7-6 Learns Conversation Structure
LDC-4: Children communicate thoughts, feelings, and ideas clearly.	
Infants - Birth to 12 months	
LDC-4a: Repeat actions to communicate (lift arms to be picked up, point at desired toys).	LC 7-2 Develops Expressive Communication
LDC-4b: Make different sounds for different purposes (whimper when wet, cry loudly when hungry).	LC 7-2 Develops Expressive Communication
LDC-4c: “Babble” and pretend to talk using many sounds or sign languages used around them.	LC 7-2 Develops Expressive Communication
Younger Toddlers - 8 to 21 months	
LDC-4d: Communicate through facial expressions, sounds, and body movements.	LC 7-2 Develops Expressive Communication
LDC-4e: Expect others to understand them and show frustration, often through their behavior, if not understood.	LC 7-2 Develops Expressive Communication

LDC-4f: Use non-verbal gestures to express ideas and feelings.	LC 7-2 Develops Expressive Communication
Older Toddlers 18 to 36 months	
LDC-4g: Communicate message with expression, tone, and inflection.	LC 7-2 Develops Expressive Communication
LDC-4h: Use speech that is understood most of the time by familiar listeners.	LC 7-2 Develops Expressive Communication
Younger Preschoolers - 36 to 48 months	
LDC-4i: Communicate messages with expression, tone, and inflection appropriate the situation.	LC 7-2 Develops Expressive Communication
LDC-4j: Speak clearly enough to be understood by familiar adults and children.	LC 7-2 Develops Expressive Communication
Older Preschoolers - 48 to 60+ months	
LDC-4k: Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions.	LC 7-2 Develops Expressive Communication
LDC-4l: Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative).	LC 7-2 Develops Expressive Communication
LDC-4m: Speak clearly enough to be understood by most people.	LC 7-2 Develops Expressive Communication
LDC-4n: State point of view, likes and dislikes.	LC 7-2 Develops Expressive Communication
LDC-4o: Relay messages accurately.	LC 7-2 Develops Expressive Communication
LDC-5: Children describe familiar people, places, things, and events.	
Infants - Birth to 12 months	
Emerging	
Younger Toddlers - 8 to 21 months	
LDC-5a: Act out familiar scenes and events and imitate familiar people.	ATL 1-2 Develops Memory
Older Toddlers - 18 to 36 months	
LDC-5b: Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day.	LC 7-6 Learns Conversation Structure
LDC-5c: Use dramatic play to act out familiar scenes and events and imitate familiar people.	ATL 1-2 Develops Memory

Younger Preschoolers - 36 to 48 months	
LDC-5d: Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day.	LC 7-6 Learns Conversation Structure
LDC-5e: Describe experiences and create or retell short narratives.	ATL 1-2 Develops Memory
Older Preschoolers - 48 to 60+ months	
LDC-5f: Describe experiences and create and/or retell longer narratives.	ATL 1-2 Develops Memory
LDC-6: Children use most grammatical constructions of their home language well.	
Infants - Birth to 12 months	
LDC6a: Make different sounds for different purposes (whimper when wet, cry loudly when hungry).	LC 7-2 Develops Expressive Communication
LDC6b: “Jabber” and pretend to talk using many sounds or signs from the languages used around them to communicate.	LC 7-2 Develops Expressive Communication
Younger Toddlers - 8 to 21 months	
LDC-6c: “Jabber” and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language.	LC 7-2 Develops Expressive Communication
LDC-6d: Use a few words to communicate (make requests and ask questions).	LC 7-2 Develops Expressive Communication
Older Toddlers - 18 to 36 months	
LDC6e: Communicate in short sentences that follow the word order of their home language.	LC 7-2 Develops Expressive Communication
LDC-6f: Combine two and three words.	LC 7-2 Develops Expressive Communication
Younger Preschoolers - 36 to 48 months	
LDC-6g: Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions).	LC 7-2 Develops Expressive Communication

LDC-6h: Make grammatical errors that follow language rules (say, “mouses” instead of “mice”).	LC 7-5 Expands Grammar and Pronunciation
Older Preschoolers - 48 to 60+ months	
LDC-6i: Speak in full sentences that are grammatically correct most of the time.	LC 7-2 Develops Expressive Communication
LDC-7: Children respond to and use a growing vocabulary.	
Infants - Birth to 12 months	
LDC-7a: Make specific sounds, facial expressions, and/or gestures for certain people and objects.	LC 7-2 Develops Expressive Communication
LDC-7b: Imitate sounds, words, and gestures.	LC 7-2 Develops Expressive Communication
LDC7c: Recognize spoken or signed words for common items.	LC 7-1 Develops Receptive Communication
Younger Toddlers - 8 to 21 months	
LDC7d: Show steady increase in words used (e.g., name family members and familiar objects).	LC 7-4 Expands Vocabulary
LDC-7e: Imitate parts of familiar songs, chants, or rhymes.	LC 7-3 Develops Phonemic Awareness
LDC-7f: Respond to simple words and phrases that they hear often.	LC 7-1 Develops Receptive Communication
LDC-7g: Use several words to make requests (e.g., “done,” “wannit,” “please”) as well as to label people and objects.	LC 7-2 Develops Expressive Communication
Older Toddlers - 18 to 36 months	
LDC-7h: Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy).	LC 7-4 Expands Vocabulary
LDC-7i: Participate in or repeat familiar songs, chants, or rhymes.	LC 7-3 Develops Phonemic Awareness
LDC-7j: Show they understand many new vocabulary words and a variety of concepts (big and little, in and out).	LC 7-4 Expands Vocabulary
LDC-7k: Use proper nouns for people and things.	LC 7-5 Expands Grammar and Pronunciation
Younger Preschoolers - 36 to 48 months	
LDC-7l: Repeat familiar songs, chants, or rhymes.	LC 7-3 Develops Phonemic Awareness

LDC7m: Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg).	LC 7-5 Expands Grammar and Pronunciation
LDC-7n: Make up names for things using words they know (e.g., dog doctor for veterinarian).	LC 7-4 Expands Vocabulary
LDC7o: Use many kinds of cues in the environment to figure out what words mean.	LC 7-4 Expands Vocabulary
Older Preschoolers - 48 to 60+ months	
LDC-7p: Repeat familiar songs, chants, or rhymes.	LC 7-3 Develops Phonemic Awareness
LDC-7q: Use a growing vocabulary that includes many kinds of words to express ideas clearly.	LC 7-4 Expands Vocabulary
LDC-7r: 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).	LC 7-4 Expands Vocabulary
LDC-7s: Distinguish between real and made up words.	LC 7-4 Expands Vocabulary
Foundations for Reading	
LDC-8: Children develop interest in books and motivation to read.	
Infants - Birth to 12 months	
LDC-8a: Pat and chew on tactile books.	LKS 8-1 Develops Early Literacy
LDC-8b: Look at pictures of faces and simple objects.	LKS 8-1 Develops Early Literacy
LDC-8c: Listen to simple and repetitive books, stories, and songs.	LC 7-3 Develops Phonemic Awareness
Younger Toddlers - 8 to 21 months	
LDC-8d: Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story).	LKS 8-1 Develops Early Literacy
LDC-8e: Show interest in books (e.g., tactile and picture books).	LKS 8-1 Develops Early Literacy

LDC-8f: Listen to simple and repetitive books, stories, and songs for a brief time.	LC 7-3 Develops Phonemic Awareness
LDC-8g: Carry books around, “name” them, and select books for adults to read out loud.	LKS 8-1 Develops Early Literacy
Older Toddlers - 18 to 36 months	
LDC-8h: Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story).	LKS 8-1 Develops Early Literacy
LDC-8i: Listen for short periods of time to storybooks, informational books, stories, poetry, songs, and finger plays.	LC 7-3 Develops Phonemic Awareness
Younger Preschoolers - 36 to 48 months	
LDC-8j: Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story).	LKS 8-1 Develops Early Literacy
LDC-8k: Show an interest in books, other print, and reading related activities.	LKS 8-1 Develops Early Literacy
LDC-8l: Listen to and discuss storybooks, simple information books, and poetry.	LKS 8-1 Develops Early Literacy
Older Preschoolers - 48 to 60+ months	
LDC-8m: Engage in reading behaviors independently with increased focus for longer periods of time.	LKS 8-1 Develops Early Literacy
LDC-8n: Use and share books and print in their play.	LKS 8-1 Develops Early Literacy
LDC-8o: Listen to and discuss increasingly complex storybooks, information books, and poetry.	LKS 8-1 Develops Early Literacy
LDC-9: Children develop book knowledge and print awareness.	
Infants - Birth to 12 months	
LDC-9a: Explore books and paper by tasting, mouthing, crumpling, banging, and patting.	LKS 8-1 Develops Early Literacy
LDC-9b: Look at pictures while cuddling with caregiver.	LKS 8-1 Develops Early Literacy

Younger Toddlers - 8 to 21 months	
LDC9c: 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).	LKS 8-1 Develops Early Literacy
LDC-9d: Identify some environmental print and logos (favorite cereal box, a sign for a familiar store).	LKS 8-3 Develops Emergent Reading
Older Toddlers - 18 to 36 months	
LDC-9e: 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.”	LKS 8-1 Develops Early Literacy
LDC-9f: 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).	LKS 8-1 Develops Early Literacy
LDC-9g: 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).	LKS 8-3 Develops Emergent Reading
Younger Preschoolers - 36 to 48 months	
LDC-9h: Hold a book upright while turning pages one by one front to back, but not always in order.	LKS 8-1 Develops Early Literacy
LDC-9i: 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).	LKS 8-1 Develops Early Literacy
LDC-9j: Demonstrate an understanding that print and symbols can tell people what to do (to organize classroom activities—where to store things, when they will have a turn).	LKS 8-3 Develops Emergent Reading

Older Preschoolers - 48 to 60+ months	
LDC-9k: Hold a book upright while turning pages one by one from front to back.	LKS 8-1 Develops Early Literacy
LDC9l: Recognize print in different forms for a variety of functions (writing a message to friend, pointing to print and saying, "Those words tell the story," or reading familiar signs in the environment).	LKS 8-1 Develops Early Literacy
LDC-9m: 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).	LKS 8-3 Develops Emergent Reading
LDC-9n: With prompting and support, run their finger under or over print as they pretend to read text.	LKS 8-3 Develops Emergent Reading
LDC-9o: Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).	LKS 8-1 Develops Early Literacy
LDC-9p: Identify their name and the names of some friends when they see them in print.	LKS 8-3 Develops Emergent Reading
LDC-10 Children comprehend and use information presented in books and other print media.	
Infants - Birth to 12 months	
Emerging	
Younger Toddlers - 8 to 21 months	
LDC-10a: Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays.	LC 7-3 Develops Phonemic Awareness
LDC-10b: Allow entire short book to be "read" with willingness to look at most pages.	LKS 8-3 Develops Emergent Reading
LDC-10c: Make appropriate sounds when looking at pictures (say, "Quack, quack" when looking at a duck, "Vrrrrrooom" when looking at a car).	LKS 8-3 Develops Emergent Reading
Older Toddlers - 18 to 36 months	

LDC10d: Chime in on a repeated line in a book while being read to by an adult.	LC 7-3 Develops Phonemic Awareness
LDC-10e: Pretend to read familiar books from memory; repeat familiar phrases while looking at a book.	LKS 8-3 Develops Emergent Reading
LDC-10f: Begin to relate personal experiences to events described in familiar books.	LKS 8-3 Develops Emergent Reading
LDC-10g: Answer simple questions about stories.	ATL 1-2 Develops Memory
LDC-10h: Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories).	LKS 8-3 Develops Emergent Reading
Younger Preschoolers - 36 to 48 months	
LDC10i: Imitate the special language in storybooks and story dialogue with some accuracy and detail.	LKS 8-3 Develops Emergent Reading
LDC-10j: 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.	LKS 8-3 Develops Emergent Reading
LDC-10k: Use their knowledge of the world (what things are, how things work) to make sense of stories and informational texts.	ATL 1-2 Develops Memory
LDC-10l: Relate personal experiences to events described in familiar books, with prompting and support.	ATL 1-2 Develops Memory
LDC-10m: Ask questions about a story or the information in a book.	LKS 8-3 Develops Emergent Reading
LDC-10n: With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next.	LKS 8-3 Develops Emergent Reading
Older Preschoolers - 48 to 60+ months	
LDC-10o: Imitate the special language in storybooks and story dialogue with accuracy and detail.	LKS 8-3 Develops Emergent Reading

LDC10p: Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.	LKS 8-3 Develops Emergent Reading
LDC10q: Use knowledge of the world to make sense of more challenging texts.	ATL 1-2 Develops Memory
LDC-10r: Relate personal experiences to an increasing variety of events described in familiar and new books.	ATL 1-2 Develops Memory
LDC-10s: Ask more focused and detailed questions about a story or the information in a book.	LKS 8-3 Develops Emergent Reading
LDC-10t: Discuss storybooks by responding to questions about what is happening and predicting what will happen next.	LKS 8-3 Develops Emergent Reading
LDC-10u: Discuss storybooks by responding to questions about the beginning, middle, and end of the story.	LKS 8-3 Develops Emergent Reading
LDC-11: Children develop phonological awareness.	
Infants - Birth to 12 months	
LDC11a: Imitate and take turns with caregivers making different sounds.	LC 7-3 Develops Phonemic Awareness
Younger Toddlers - 8 to 21 months	
LDC-11b: Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures.	LC 7-3 Develops Phonemic Awareness
LDC-11-c: Vocalize familiar words and sounds.	LC 7-3 Develops Phonemic Awareness
Older Toddlers - 18 to 36 months	
LDC-11d: Participate in rhyming games.	LC 7-3 Develops Phonemic Awareness
LDC-11e: Notice sounds that are the same and different.	LC 7-3 Develops Phonemic Awareness
LDC-11f: Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.	LC 7-3 Develops Phonemic Awareness
Younger Preschoolers - 36 to 48 months	

LDC-11g: 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.	LC 7-3 Develops Phonemic Awareness
LDC-11h: Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.	LC 7-3 Develops Phonemic Awareness
LDC-11i: Play with the sounds of language and begin to identify rhymes (make up silly sounding words, repeat rhyming words).	LC 7-3 Develops Phonemic Awareness
Older Preschoolers - 48 to 60+ months	
LDC-11j: Distinguish between similar sounding words (e.g. tree and three).	LC 7-3 Develops Phonemic Awareness
LDC-11k: Enjoy rhymes and wordplay with songs, poems, and books and sometimes add their own variations.	LC 7-3 Develops Phonemic Awareness
LDC-11l: Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables.	LC 7-3 Develops Phonemic Awareness
LDC-11m: Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.	LC 7-3 Develops Phonemic Awareness
LDC-11n: Associate sounds with specific words, such as awareness that different words begin with the same sound.	LC 7-3 Develops Phonemic Awareness
LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.	
Infants - Birth to 12 months	
Emerging	
Younger Toddlers - 8 to 21 months	
Emerging	
Older Toddlers - 18 to 36 months	
LDC-12a: Demonstrate an interest in letters by asking about and/or naming some of them.	LKS 8-2 Develops Alphabetic Knowledge

Younger Preschoolers - 36 to 48 months	
LDC-12b: Demonstrate an interest in learning the alphabet.	LKS 8-2 Develops Alphabetic Knowledge
LDC-12c: Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals.	LKS 8-2 Develops Alphabetic Knowledge
LDC-12d: Recognize and name some letters of the alphabet, especially those in their own name.	LKS 8-2 Develops Alphabetic Knowledge
Older Preschoolers - 48 to 60+ months	
LDC-12e: Demonstrate an interest in learning the alphabet.	LKS 8-2 Develops Alphabetic Knowledge
LDC-12f: Show they know that letters function to represent sounds in spoken words.	LKS 8-2 Develops Alphabetic Knowledge
LDC-12g: Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them.	LKS 8-2 Develops Alphabetic Knowledge
LDC12h: Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, "A-a-apple.").	LKS 8-2 Develops Alphabetic Knowledge
LDC12i: 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.	LKS 8-2 Develops Alphabetic Knowledge
Foundations for Writing	
LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.	
Infants - Birth to 12 months	
Emerging	
Younger Toddlers - 8 to 21 months	
LDC-13a: Make marks, scribble, and paint (e.g., cover easel paper with big crayon or paint marks, make marks with marker or crayon).	LKS 9-1 Develops Emergent Writing
Older Toddlers - 18 to 36 months	

LDC-13b: 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).	LKS 9-1 Develops Emergent Writing
Younger Preschoolers - 36 to 48 months	
LDC-13c: 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).	LKS 9-1 Develops Emergent Writing
LDC-13d: With prompting and support, communicate their thoughts for an adult to write.	LKS 9-1 Develops Emergent Writing
LDC-13e: Engage in writing behaviors that imitate real life situations (e.g., make marks to take food order during pretend restaurant play).	LKS 9-1 Develops Emergent Writing
Older Preschoolers - 48 to 60+ months	
LDC-13f: Represent thoughts and ideas in drawings and by writing letters or letter-like forms.	LKS 9-1 Develops Emergent Writing
LDC-13g: Incorporate representations of signs, logos, or other commonly used symbols into their drawing or writing to communicate the messages that they convey.	LKS 9-1 Develops Emergent Writing
LDC-13h: Communicate their thoughts for an adult to write.	LKS 9-1 Develops Emergent Writing
LDC-13i: 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).	LKS 9-1 Develops Emergent Writing
LDC-13j: Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational, and opinion).	LKS 9-1 Develops Emergent Writing

LDC-14: Children use knowledge of letters in their attempts to write.	
Infants - Birth to 12 months	
Emerging	
Younger Toddlers - 8 to 21 months	
Emerging	
Older Toddlers - 18 to 36 months	
Emerging	
Younger Preschoolers - 36 to 48 months	
LDC-14a: Begin to use letters and approximations of letters to write their name.	LKS 8-2 Develops Alphabetic Knowledge LKS 9-1 Develops Emergent Writing
LDC-14b: Distinguish letters from different kinds of drawings/graphics	LKS 8-2 Develops Alphabetic Knowledge LKS 9-1 Develops Emergent Writing
LDC-14c: 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).	LKS 8-2 Develops Alphabetic Knowledge LKS 9-1 Develops Emergent Writing
Older Preschoolers - 48 to 60+ months	
LDC-14d: Use known letters and approximations of letters to write their own name and some familiar words.	LKS 8-2 Develops Alphabetic Knowledge LKS 9-1 Develops Emergent Writing
LDC-14e: Try to connect the sounds in a spoken word with letters in the written word (write "M" and say, "This is Mommy.").	LKS 8-2 Develops Alphabetic Knowledge LKS 9-1 Develops Emergent Writing
LDC-15: Children use writing skills and conventions.	
Infants - Birth to 12 months	
Emerging	
Younger Toddlers - 8 to 21 months	
LDC-15a: Hold marker or crayon with their fist.	LKS 9-1 Develops Emergent Writing
LDC-15b: Dot or scribble with crayons, may progress to vertical lines.	LKS 9-1 Develops Emergent Writing
Older Toddlers - 18 to 36 months	
LDC-15c: Explore a variety of tools that can be used for writing.	LKS 9-1 Develops Emergent Writing
LDC-15d: Scribble and/or imitate an adult's marks with markers, crayons, paints, etc.	LKS 9-1 Develops Emergent Writing

LDC-15e: Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger.	LKS 9-1 Develops Emergent Writing
Younger Preschoolers - 36 to 48 months	
LDC-15f: Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers).	LKS 9-1 Develops Emergent Writing
LDC-15g: 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”).	LKS 9-1 Develops Emergent Writing
LDC-15h: Play with writing letters and make letter-like forms.	LKS 9-1 Develops Emergent Writing
Older Preschoolers - 48 to 60+ months	
LDC-15i: Use a variety of writing tools and materials with increasing precision.	LKS 9-1 Develops Emergent Writing
LDC-15j: 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”).	LKS 9-1 Develops Emergent Writing
LDC15k: Use some conventional letters in their writing.	LKS 9-1 Develops Emergent Writing
Supporting Dual Language Learners	
Stage 1: Home Language Use	
What Does it Look Like in Children?	
Continue using their home language.	LC 7-2 Develops Expressive Communication
Become aware that there is more than one language.	LC 7-4 Expands Vocabulary
As they recognize that others are speaking another language and don’t understand them, they may decrease the use of their home language.	LC 7-1 Develops Receptive Communication
Stage 2: Nonverbal Period	
What Does it Look Like in Children?	
Carefully observe the new language before they are ready to speak.	LC 7-1 Develops Receptive Communication

Use mainly nonverbal communication (gestures, visuals, facial expressions, imitating, attention-getting).	LC 7-1 Develops Receptive Communication
Observe others using the second language and build their understanding about the new language.	LC 7-1 Develops Receptive Communication
Try out new sounds.	LC 7-4 Expands Vocabulary
Might attempt conversations with those who understand the new language.	LC 7-6 Learns Conversation Structure
Stage 3: Telegraphic and Formulaic Speech	
What Does it Look Like in Children?	
Start using one or two words (such as “Daddy shoes” and “Fish water,” which are examples of telegraphic sentences).	LC 7-2 Develops Expressive Communication
Use phrases learned to help them communicate (such as “I like milk” and “I wanna play,” which are examples of formulaic speech).	LC 7-2 Develops Expressive Communication
Stage 4: Productive Language Use	
What Does it Look Like in Children?	
Start to construct phrases and sentences in the new language.	LC 7-2 Develops Expressive Communication
As they continue to develop their understanding of the new language, they may make grammatical, word choice or other errors.	LC 7-5 Expands Grammar and Pronunciation
Become aware of their errors in the new language and use this knowledge to understand the rules of the new language.	LC 7-5 Expands Grammar and Pronunciation

Mathematical Thinking and Expression	
Foundations for Number Sense	
MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.	
Infants – 0 -12 months	
MTE-1a: Indicate they want “more” with signs, sounds, or looks.	CM 11-1 Learns Measurement and Quantities

MTE-1b: Show interest (look at or reach for) in obvious differences in quantity (look at a tower with 7 blocks longer than a tower with 3 blocks, reach for a basket with three balls rather than a basket with one ball).	CM 11-1 Learns Measurement and Quantities
Younger Toddlers – 8 to 21 months	
MTE-1c: Explore quantity (for example, filling and dumping containers).	CM 11-1 Learns Measurement and Quantities
MTE-1d: Use words or actions that show understanding of the concepts of “more,” “less,” and “all” (ask for more food, stop asking for more blocks when told they have “all” of the blocks).	CM 11-1 Learns Measurement and Quantities
MTE-1e: Recognize when presented with two obviously unequal sets of objects that one set has more or less than the other (Can point to which set of crayons has more).	CM 11-1 Learns Measurement and Quantities
Older Toddlers – 18 to 36 months	
MTE-1f: 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®).	CM 11-1 Learns Measurement and Quantities
MTE-1g: Recognize when presented with two obviously unequal sets of objects that one set has more than the other and/or that one set has less than the other. (Can point to which set of crayons has more or less depending on what is asked).	CM 11-1 Learns Measurement and Quantities
MTE-1h: Attempt to chant or recite numbers, but not necessarily in the correct order (for example, counting objects on a page during a read aloud).	CM 10-1 Begins Counting
MTE-1i: Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car).	CM 10-1 Begins Counting
MTE-1j: Make a small group (1-3) with the same number of items as	CM 10-2 Builds and Observes Sets

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).	
Younger Preschoolers - 36 to 48 months	
MTE-1k: Visually compare two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and, if appropriate, which one has more and/or which one has less. (If child is offered two plates of crackers can select the preferred amount and can explain that he wanted more or less).	CM 10-2 Builds and Observes Sets
MTE-1l: Rote count to 10 with increasing accuracy.	CM 10-1 Begins Counting
MTE1m: Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy and answer the question, "How many are there?"	CM 10-1 Begins Counting
MTE-1n: Recognize numerals up to 5 during play and daily activities.	CM 10-1 Begins Counting
MTE-1o: Match numerals 1-5 to sets of objects, with guidance and support.	CM 10-2 Builds and Observes Sets
MTE-1p: Write numerals or number-like forms up to 5 during play and daily activities.	CM 10-4 Reads and Writes Numbers
Older Preschoolers - 48 to 60+ months	
MTE-1q: 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.	CM 10-2 Builds and Observes Sets
MTE-1r: Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different.	CM 10-2 Builds and Observes Sets
MTE-1s: Rote count to 20 with increasing accuracy.	CM 10-1 Begins Counting

MTE-1t: Count up to 10 objects in a variety of ways (for example, left to right, right to left, in stacks, etc.).	CM 10-1 Begins Counting
MTE-1u: Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many are there?”	CM 10-1 Begins Counting
MTE-1v: Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities.	CM 10-4 Reads and Writes Numbers
MTE-1w: Match numerals 1-10 to sets of objects, with guidance and support.	CM 10-1 Begins Counting
MTE-1x: Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils).	CM 10-2 Builds and Observes Sets
MTE-1y: Given a number 0-5, count out that many objects.	CM 10-1 Begins Counting
MTE-1z: State the number of objects in a small collection (1-5) without counting (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting).	CM 10-1 Begins Counting
MTE-1aa: Tell what number comes next or what number came before another number when counting 1-5.	CM 10-1 Begins Counting
MTE-1ab: 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).	CM 10-1 Begins Counting
MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.	
Infants – Birth to 12 months	
Emerging	
Younger Toddlers – 8 to 21 months	
Emerging	
Older Toddlers - 18 to 36 months	

MTE-2a: Use observation and emerging counting skills (1, 2, 3) during play and other daily activities.	CM 10-1 Begins Counting
Younger Preschoolers - 36 to 48 months	
MTE-2b: 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).	CM 10-1 Begins Counting
MTE-2c: Show they understand that putting objects together in a set will make a bigger set and removing objects from a set will make a smaller set.	CM 10-2 Builds and Observes Sets
Older Preschoolers - 48 to 60+ months	
MTE-2d: 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).	CM 10-1 Begins Counting
MTE-2e: Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects).	CM 10-2 Builds and Observes Sets
Foundations for Algebraic Thinking	
MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.	
Infants – Birth to 12 months	
Emerging	
Younger Toddlers – 8 to 21 months	

MTE-3a: 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).	CS 13-2 Classifies or Sorts Objects
MTE-3b: Can follow along and imitate patterns of sounds and movement (for example, repeating a chorus in a song or clapping a simple rhythm).	CM 11-2 Understands Patterns
Older Toddlers - 18 to 36 months	
MTE-3c: Sort familiar objects into categories (cars with cars, plates separated from cups; rectangle blocks on one shelf and square blocks on another).	CS 13-2 Classifies or Sorts Objects
MTE-3d: Can follow along and imitate patterns of sounds and movement (for example, repeating a chorus in a song or clapping a simple rhythm).	CM 11-2 Understands Patterns
Younger Preschoolers - 36 to 48 months	
MTE-3e: Sort familiar objects into categories (cars with cars, plates separated from cups; rectangle blocks on one shelf and square blocks on another).	CS 13-2 Classifies or Sorts Objects
MTE-3f: Identify familiar objects as the same or different.	CS 13-2 Classifies or Sorts Objects
MTE-3g: Recognize simple repeating patterns (AB type patterns) and attempt to repeat or extend them during play (repeat a movement pattern during a song, extend a line of blocks in alternating colors).	CM 11-2 Understands Patterns
Older Preschoolers - 48 to 60+ months	
MTE-3h: 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 or another attribute).	CS 13-2 Classifies or Sorts Objects
MTE-3i: Describe, duplicate and extend simple repeating patterns (two-part patterns) using concrete	CM 11-2 Understands Patterns

objects (look at a pattern of beads and tell what bead comes next in the pattern).	
MTE-3j: Show beginning abilities to create simple repeating patterns.	CM 11-2 Understands Patterns
Foundations for Geometry and Spatial Understanding	
MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction, and movement during play and other activities.	
Infants – Birth to 12 months	
MTE- 4a: Examine different shapes by exploring (banging blocks on the floor, rolling balls).	CM 12-1 Learns Shapes & Sizes
MTE-4b: Attempt to put objects into other objects (such as putting pieces into holes or other spaces).	CM 12-2 Develops Spatial Awareness
Younger Toddlers – 8 to 21 months	
MTE4c: Explore space with their bodies (fit self into large box, crawl under table, climb over low walls).	CM 12-2 Develops Spatial Awareness
MTE-4d: Put basic shapes into a shape sorter using trial and error.	CM 12-2 Develops Spatial Awareness
Older Toddlers - 18 to 36 months	
MTE-4e: Respond to and begin to use words describing positions (in, on, over, under, etc.).	CM 12-2 Develops Spatial Awareness
MTE-4f: Name or match a few 2- and 3-dimensional shapes (circle, square, cylinder).	CM 12-1 Learns Shapes & Sizes
MTE-4g: Stack or line up blocks that are the same shape.	CM 12-1 Learns Shapes & Sizes
MTE-4h: Complete shape sorter with intention.	CM 12-2 Develops Spatial Awareness
Younger Preschoolers - 36 to 48 months	
MTE-4i: Respond to and begin to use words describing positions (in, on, over, under, etc.).	CM 12-2 Develops Spatial Awareness
MTE-4j: Name or match a few 2- and 3-dimensional shapes (circle, sphere, square, triangle, cone) and describe their differences.	CM 12-1 Learns Shapes & Sizes
MTE-4k: Stack or line up blocks that are the same shape.	CM 12-1 Learns Shapes & Sizes

Older Preschoolers - 48 to 60+ months	
MTE-4l: Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words.	CM 12-2 Develops Spatial Awareness
MTE-4m: 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.").	CM 12-1 Learns Shapes & Sizes
MTE-4n: Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment.	CM 12-1 Learns Shapes & Sizes
MTE-4o: Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes ("That's a triangle; it's pointy." "It's a circle because it's round.").	CM 12-1 Learns Shapes & Sizes
Foundations of Measurement and Data Analysis	
MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing and interpreting data during play and other activities.	
Infants – Birth to 12 months	
MTE-5a: Examine objects of different sizes by exploring (touch, pick up, and move objects).	CS 13-1 Explores Objects
Younger Toddlers – 8 to 21 months	
MTE-5b: Participate in activities that compare the size and weight of objects.	CS 13-2 Classifies or Sorts Objects
MTE-5c: Engage in beginning explorations with temperature (quickly touching cold and warm items).	CS 13-1 Explores Objects
Older Toddlers - 18 to 36 months	

MTE-5d: Use size and amount words to label and compare objects, people, and collections (big truck, a lot of crackers, little baby).	CS 13-2 Classifies or Sorts Objects
MTE-5e: Engage in continued explorations with temperature.	CS 13-1 Explores Objects
Younger Preschoolers - 36 to 48 months	
MTE-5f: Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	CM 11-1 Learns Measurement and Quantities
MTE-5g: 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 lift it." "The snake is longer than the worm").	CM 11-1 Learns Measurement and Quantities
MTE-5h: Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale).	CM 11-1 Learns Measurement and Quantities
MTE-5i: Describe the weather as hot or cold. (Engage in explorations with temperature).	CS 15-1 Explores the Natural Environment
MTE-5j: Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.).	SS 16-2 Understands Time
Older Preschoolers - 48 to 60+ months	
MTE-5k: Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	CM 11-1 Learns Measurement and Quantities
MTE-5l: 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).	CM 11-1 Learns Measurement and Quantities
MTE-5m: Put a few objects in order by size, length or weight (arrange a group of 3 blocks in order from the shortest to the longest).	CM 11-1 Learns Measurement and Quantities
MTE-5n: Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale).	CM 11-1 Learns Measurement and Quantities

MTE-5o: Describe the weather as hot or cold. (Continue to engage in explorations with temperature).	CS 15-1 Explores the Natural Environment
MTE-5p: Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.).	SS 16-2 Understands Time
Mathematical Thinking and Reasoning	
MTE-6 Children use mathematical thinking to solve problems in their everyday environment.	
Infants – Birth to 12 months	
Emerging	
Younger Toddlers – 8 to 21 months	
Emerging	
Older Toddlers - 18 to 36 months	
Emerging	
Younger Preschoolers - 36 to 48 months	
MTE-6a: Seek answers to questions by using mathematical thinking (i.e. reasoning and problem solving) during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block).	CS 14-1 Solves Problems
MTE-6b: Use drawing and concrete materials to represent and communicate mathematical ideas (draw many circles to show “lots of people,” put craft sticks in a pile to show the number of children who want crackers for snack).	ATL 1-6 Thinks with Creativity & Flexibility
MTE-6c: Develop and consistently use intentional strategies when working with knobbed puzzles and similar materials.	CS 14-1 Solves Problems
Older Preschoolers - 48 to 60+ months	
MTE-6d: Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies (figure out how to balance a block structure; to build a bridge; to create a pattern with Legos®).	CS 14-1 Solves Problems

MTE-6e: Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question).	ATL 1-6 Thinks with Creativity & Flexibility
MTE-6f: 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 crackers so I got four more.").	CS 14-4 Draws Conclusions and Sorts Results
MTE-6g: Identify and describe strategies used to complete increasingly difficult puzzles (for example, when completing a floor puzzle, working on the edges first).	CS 14-1 Solves Problems

Cognitive Development	
Construction of Knowledge: Thinking and Reasoning	
CD-1: Children use their senses to construct knowledge about the world around them.	
Infants – Birth-12 months	
CD1a: Discover different shapes, sizes and textures by exploring (put toys in mouth, crawl over pillows, pick up large objects).	CS 13-1 Explores Objects
CD-1b: Turn head or move toward sounds.	ATL 1-4 Is Curious
Younger Toddlers – 8 to 21 months	
CD1c: Actively explore objects by handling them in many ways (moving, carrying, filling, dumping, smelling, and putting in mouth).	CS 13-1 Explores Objects
CD-1d: Explore space with their bodies (fit self into large box, crawl under table, climb over low walls).	CM 12-2 Develops Spatial Awareness
Older Toddlers – 18 to 36 months	
CD-1e: Explore objects and materials physically to learn about their properties.	CS 13-1 Explores Objects

CD-1f: Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, funnel).	CS 13-1 Explores Objects
CD-1g: Express knowledge gathered with 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).	CS 14-4 Draws Conclusions and Sorts Results
Younger Preschoolers - 36 to 48 months	
CD-1h: 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).	CS 13-1 Explores Objects
CD-1i: Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone).	CS 14-4 Draws Conclusions and Sorts Results
CD-1j: Enjoy fantasy and make-believe and can sometimes distinguish appearance from reality (the person behind the mask remains the same person).	ATL 1-6 Thinks with Creativity & Flexibility
CD-1k: Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail).	CS 13-2 Classifies or Sorts Objects
Older Preschoolers - 48 to 60+ months	
CD-1l: 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).	CS 13-1 Explores Objects
CD-1m: Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and	CS 14-4 Draws Conclusions and Sorts Results

shorter logs, that blocks can be used to represent a telephone).	
CD-1n: Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real).	ATL 1-6 Thinks with Creativity & Flexibility
CD-1o: Organize and use information through matching, grouping, and sequencing.	CS 13-2 Classifies or Sorts Objects
CD-2: Children recall information and use it for addressing new situations and problems.	
Infants - Birth to 12 months	
CD-2a: Search for objects that are hidden or partly hidden.	ATL 1-2 Develops Memory
CD2b: 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 a family member's shoulder when new person comes near).	ATL 1-2 Develops Memory
CD-2c: Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle).	ATL 2-1 Understands Routines
CD-2d: Repeat an action to make something happen again (make sounds when music stops, bounce up and down to get adult to continue "horsey ride").	ATL 1-3 Is Persistent
CD-2e: Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places.	ATL 1-2 Develops Memory
Younger Toddlers - 8 to 21 months	
CD-2f: Search in several places where an object has been hidden recently.	ATL 1-2 Develops Memory
CD-2g: Notice a change in familiar objects, places, or events (frown at family member with a new haircut, look for furniture that was moved).	ATL 1-2 Develops Memory
CD-2h: Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, "water" plants with pitcher).	ATL 2-1 Understands Routines

CD-2i: Imitate behaviors they have seen in the past or in other places.	ATL 1-2 Develops Memory
CD-2j: Identify objects and people in pictures by pointing or looking.	ATL 1-2 Develops Memory
Older Toddlers – 18 to 36 months	
CD-2k: Search for objects in several places, even when not seen recently.	ATL 1-2 Develops Memory
CD-2l: Show they remember people, objects, and events (tell about them, act them out, point out similar happenings).	ATL 1-2 Develops Memory
CD-2m: Show they remember the order in which familiar events happen (finish line in story or song, get ready to go outdoors after snack).	ATL 1-2 Develops Memory
CD-2n: Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent).	ATL 1-6 Thinks with Creativity & Flexibility
Younger Preschoolers – 36 to 48 months	
CD-2o: Recognize whether a picture or object is the same as or different from something they have seen before.	ATL 1-2 Develops Memory
CD-2p: Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus).	ATL 1-2 Develops Memory
CD-2q: Describe or act out a memory of a situation or action, with adult support.	ATL 1-2 Develops Memory
CD-2r; Make predictions about what will happen using what they know.	CS 14-2 Makes Predictions
CD-2s: Introduce ideas or actions in play based on previous knowledge or experience.	ATL 1-2 Develops Memory
CD-2t: Ask questions about why things happen and try to understand cause and effect.	CS 14-2 Makes Predictions
Older Preschoolers - 48 to 60+ months	
CD-2u: Demonstrate their ability to apply what they know about everyday experiences.	ATL 1-2 Develops Memory

CD-2v: Describe past events in an organized way, including details or personal reactions.	ATL 1-2 Develops Memory
CD-2w: Improve their ability to make predictions and explain why things happen using what they know.	CS 14-2 Makes Predictions
CD-2x: Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience.	ATL 1-6 Thinks with Creativity & Flexibility
CD-2y: Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses.	CS 14-2 Makes Predictions
CD-2z: Speculate and imagine what might happen next.	CS 14-2 Makes Predictions
CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.	
Infants - Birth to 12 months	
CD-3a: Show awareness of others' reactions to people, objects, and events.	SED 6-1 Builds Empathy
CD-3b: Show awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object).	ATL 1-6 Thinks with Creativity & Flexibility
Younger Toddlers - 8 to 21 months	
CD-3c: Show awareness of others' feelings about things by looking to see how they react.	SED 6-1 Builds Empathy
Older Toddlers - 18 to 36 months	
CD-3d: Use words like "think," "remember," and "pretend."	ATL 1-6 Thinks with Creativity & Flexibility
CD-3e: Talk about what they and other people want or like.	SED 4-1 Develops Awareness of Self
Younger Preschoolers - 36 to 48 months	
CD-3f: Use language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story.").	ATL 1-6 Thinks with Creativity & Flexibility

CD-3g: Use words like “think” and “know” to talk about thoughts and beliefs.	ATL 1-6 Thinks with Creativity & Flexibility
CD-3h: 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).	SED 4-1 Develops Awareness of Self
CD-3i: Remember and describe at the end of the day what they had done while at school.	ATL 1-2 Develops Memory
Older Preschoolers - 48 to 60+ months	
CD-3j: Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”).	ATL 1-6 Thinks with Creativity & Flexibility
CD-3k: Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”).	SED 4-1 Develops Awareness of Self
CD-3l: Use language to describe their thinking processes with adult support.	CS 14-4 Draws Conclusions and Sorts Results
CD-3m: Work on a project over several days, solving problems and making their work more elaborate.	CS 14-4 Draws Conclusions and Sorts Results
Creative Expression	
CD-4: Children demonstrate appreciation for different forms of artistic expression.	
Infants – Birth-12 months	
CD-4a: 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).	CS 13-1 Explores Objects CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance
CD-4b: Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet).	CS 13-1 Explores Objects
Younger Toddlers – 8 to 21 months	
CD4c: 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).	CS 13-1 Explores Objects CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance

CD-4d: Participate in and explore a wide range of media (use finger paint, glue scraps of paper on another paper, dance to music).	CCA 21-1 Explores Art Media CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance
Older Toddlers – 18 to 36 months	
CD-4e: Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again).	CCA 21-1 Explores Art Media CCA 21-2 Explores Music
CD-4f: Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).	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 - 36 to 48 months	
CD-4g: Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again).	CCA 21-1 Explores Art Media CCA 21-2 Explores Music
CD-4h: 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).	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 - 48 to 60+ months	
CD-4i: Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again).	CCA 21-1 Explores Art Media CCA 21-2 Explores Music
CD-4j: 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).	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
CD-4k: Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”).	LC 7-2 Develops Expressive Communication LC 7-4 Expands Vocabulary
CD-4l: Recognize the value of artistic expression and the role the arts play in people’s lives.	SS 16-4 Learns about Community Roles and Jobs

CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.	
Infants – Birth-12 months	
CD-5a: Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw scarf).	ATL 1-6 Thinks with Creativity & Flexibility
CD-5b: Explore sensory properties of art media (smear paint, pat and pound dough).	CCA 21-1 Explores Art Media
CD-5c: Make a variety of sounds with simple instruments, toys, and their own voice.	CCA 21-2 Explores Music
CD-5d: Express themselves by moving their bodies (wave arms when excited, hug soft toy).	CCA 21-3 Explores Movement and Dance
Younger Toddlers – 8 to 21 months	
CD-5e: Use hats and clothes for dress-up make-believe.	CCA 21-4 Participates in Dramatic Play
CD-5f: Explore art materials freely (make marks, squeeze clay, tear paper).	CCA 21-1 Explores Art Media
CD-5g: Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle).	CCA 21-2 Explores Music
CD-5h: Move to music in their own way.	CCA 21-3 Explores Movement and Dance
Older Toddlers – 18 to 36 months	
CD-5i: Recreate familiar scenes using play materials, language, and actions.	CCA 21-4 Participates in Dramatic Play
CD-5j: Experiment and create art with clay, crayons, markers, paint, and collage materials.	CCA 21-1 Explores Art Media
CD5k: 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).	CCA 21-2 Explores Music
CD-5l: Express ideas and feelings through music, movement, and dance.	CCA 21-3 Explores Movement and Dance

Younger Preschoolers - 36 to 48 months	
CD-5m: Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play.	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
CD-5n: Show creativity and imagination when using materials and assuming roles during pretend play.	CCA 21-4 Participates in Dramatic Play
CD-5o: Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways.	CCA 21-1 Explores Art Media
CD-5p: Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities.	CCA 21-2 Explores Music
CD-5q: Show awareness of various patterns of beat, rhythm, and movement through music and dance activities.	CCA 21-3 Explores Movement and Dance
Older Preschoolers - 48 to 60+ months	
CD-5r: Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play.	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
CD-5s: Plan and act out scenes based on books, stories, everyday life, and imagination.	CCA 21-4 Participates in Dramatic Play
CD-5t: Plan and complete artistic creations such as drawings, paintings, collages, and sculptures.	CCA 21-1 Explores Art Media
CD-5u: 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).	CCA 21-2 Explores Music
CD-5v: Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities.	CCA 21-3 Explores Movement and Dance
Social Connections	

CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.	
Infants – Birth-12 months	
CD-6a: Intently observe actions of children, adults, pets, and objects nearby.	ATL 1-1 Is Attentive
CD-6b: Seek family members, siblings, caregivers, and teachers for play and for meeting needs.	SED 5-1 Bonds with Adults
Younger Toddlers – 8 to 21 months	
CD-6c: Imitate routine actions of their caregivers (rock a baby doll, push a lawnmower, “read” a magazine).	SED 5-2 Learns from Adults
CD-6d: Know whom they can go to for help (regular caregiver vs. visitor, family member vs. neighbor).	SED 5-1 Bonds with Adults
Older Toddlers – 18 to 36 months	
CD-6e Use play to show what they know about relationships and roles in families and other familiar contexts.	SS 16-4 Learns about Community Roles and Jobs
CD-6f: Talk about what others do during the day (“Mommy at work. Mimi at home.”).	SS 16-4 Learns about Community Roles and Jobs
CD-6g: Help with daily routines (put cups out for lunch, feed pets, wash tables).	ATL 2-1 Understands Routines
Younger Preschoolers - 36 to 48 months	
CD-6h: 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.”).	SS 16-4 Learns about Community Roles and Jobs
CD-6i: Adopt roles of family and community members during play, given support and realistic props.	SS 16-4 Learns about Community Roles and Jobs
CD-6j: Identify and talk about the roles of some community helpers (police, fire fighters, garbage collectors).	SS 16-4 Learns about Community Roles and Jobs
Older Preschoolers - 48 to 60+ months	
CD-6k: Talk about a wide circle of family members and other people important to the family, their	SS 16-4 Learns about Community Roles and Jobs

relationships to each other, and shared experiences.	
CD-6l: 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.	SS 16-4 Learns about Community Roles and Jobs
CD-6m: Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists).	SS 16-4 Learns about Community Roles and Jobs
CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).	
Infants – Birth-12 months	
CD-7a: Show a clear preference for familiar people.	SED 5-1 Bonds with Adults SED 6-2 Bonds with Peers
Younger Toddlers – 8 to 21 months	
CD-7b: Recognize children and others they spend a lot of time with (make sounds, say name, move toward or away from child).	SED 6-2 Bonds with Peers
Older Toddlers – 18 to 36 months	
CD-7c: Put self into categories based on age, gender, and physical characteristics (“I’m a girl.” “I have long hair.”).	SED 4-1 Develops Awareness of Self
Younger Preschoolers - 36 to 48 months	
CD-7d: 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.”).	SED 4-1 Develops Awareness of Self
Older Preschoolers - 48 to 60+ months	
CD-7e: Identify and express self as a part of several groups (e.g., family, preschool class, faith community).	SED 4-1 Develops Awareness of Self
CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.	
Infants – Birth to 12 months	
Emerging	

Younger Toddlers – 8 to 12 months	
CD8a: Compare their own physical features with those of others by looking and touching.	SED 4-1 Develops Awareness of Self
Older Toddlers - 18 to 36 months	
CD8b: Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics.	SED 4-1 Develops Awareness of Self
CD-8c: Show awareness of similarities and differences among people and families during play.	SED 4-1 Develops Awareness of Self
Younger Preschoolers - 36 to 48 months	
CD-8d: Show acceptance of people who are different from themselves as well as people who are similar.	SED 4-1 Develops Awareness of Self
CD-8e: Given support and guidance, explore different cultural practices during play and planned activities.	SS 16-1 Explores Cultures
Older Preschoolers - 48 to 60+ months	
CD-8f: Show acceptance of people who are different from themselves as well as people who are similar.	SED 4-1 Develops Awareness of Self
CD-8g: 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.”).	SS 16-4 Learns about Community Roles and Jobs
CD-8h: 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.).	SS 16-1 Explores Cultures
CD-9: Children explore concepts connected with their daily experiences in their community.	
Infants – Birth to 12 months	
Emerging	
Younger Toddlers - 8 to 21 months	
Emerging	
Older Toddlers – 18 to 36 months	

CD-9a: Use play to communicate what they know about their community (pretend to go to the store, pretend to be a police officer).	CCA 21-4 Participates in Dramatic Play SS 16-4 Learns about Community Roles and Jobs
Younger Preschoolers – 36 to 48 months	
CD-9b: 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.”).	SS 16-3 Explores Geography
CD-9c: Notice changes that happen over time (seasons, self or others growing bigger).	SS 16-2 Understands Time
CD-9d: Notice and talk about weather conditions.	CS 15-1 Explores the Natural Environment
CD-9e: 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).	SS 16-5 Learns about Government and Economics ATL 2-2 Shows Responsibility
Older Preschoolers - 48 to 60+ months	
CD-9f: 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 sand- box.”).	SS 16-3 Explores Geography
CD-9g: Observe and talk about changes in themselves and their families over time.	SS 16-2 Understands Time
CD9h: Observe and talk about how people adapt to seasons and weather conditions (put on sunscreen on sunny days, wear rain gear).	CS 15-1 Explores the Natural Environment
CD-9i: Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other).	SS 16-5 Learns about Government and Economics SS 16-4 Learns about Community Roles and Jobs
CD-9j: Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for class- room jobs).	SS 16-5 Learns about Government and Economics ATL 2-2 Shows Responsibility
Scientific Exploration and Knowledge	

CD-10: Children observe and describe characteristics of living things and the physical world.	
Infants – Birth to 12 months	
CD-10a: 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).	CS 15-1 Explores the Natural Environment
Younger Toddlers – 8 to 21 months	
CD10b: 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).	CS 15-1 Explores the Natural Environment
Older Toddlers – 18-36 months	
CD-10c: Participate in the care of living things with guidance and support (water plants, help to feed the classroom pet).	CS 15-2 Develops an Understanding of and Care for the Natural World
CD-10d: Show curiosity and investigate the world of nature indoors and outdoors (pick up rocks, scratch frost on window, ask questions about things seen outdoors).	CS 15-1 Explores the Natural Environment
Younger Preschoolers – 36 to 48 months	
CD-10e: Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet).	CS 15-2 Develops an Understanding of and Care for the Natural World
CD-10f: Notice and react to the natural world and the outdoor environment.	CS 15-1 Explores the Natural Environment
CD-10g: Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat.	CS 15-2 Develops an Understanding of and Care for the Natural World
CD-10h: Notice and describe current weather conditions.	CS 15-2 Develops an Understanding of and Care for the Natural World
CD-10i: Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens).	CS 15-2 Develops an Understanding of and Care for the Natural World

CD-10j: Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper).	CS 15-2 Develops an Understanding of and Care for the Natural World
Older Preschoolers - 48 to 60+ months	
CD-10k: Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).	CS 15-1 Explores the Natural Environment
CD-10l: Notice and react to the natural world and the outdoor environment.	CS 15-1 Explores the Natural Environment
CD-10m: Describe some things plants and animals need to live and grow (sunlight, water, food).	CS 15-2 Develops an Understanding of and Care for the Natural World
CD-10n: Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden).	CS 15-2 Develops an Understanding of and Care for the Natural World
CD-10o: Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes.	CS 15-2 Develops an Understanding of and Care for the Natural World
CD-10p: 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).	CS 15-2 Develops an Understanding of and Care for the Natural World
CD-10q: 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).	CS 15-2 Develops an Understanding of and Care for the Natural World
CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.	
Infants – Birth to 12 months	
CD-11a: Gather information through sight, hearing, taste, smell, and touch.	CS 13-1 Explores Objects
CD-11b: Use multiple senses to focus intently on objects, displays, materials, or events.	CS 13-1 Explores Objects

Younger Toddlers – 8 to 21 months	
CD-11c: Use all senses to examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at moon).	CS 13-1 Explores Objects
CD-11d: Use toys and other objects to make things happen (kick a ball, push a button on a toy).	CS 14-2 Makes Predictions
CD-11e: Explore objects and materials by handling them in many ways (moving, carrying, filling, dumping, smelling, putting in mouth).	CS 14-1 Solves Problems
Older Toddlers – 18-36 months	
CD-11f: Investigate differences between materials (sand, water, goop, moving air).	CS 13-1 Explores Objects
CD-11g: Use simple tools to manipulate and explore objects and materials, with guidance and support (containers for pouring, sand mold, magnifying glass).	CS 13-1 Explores Objects
CD-11h: Notice changes in materials when mixing and manipulating (paint, Play-Doh®, food ingredients).	CS 13-1 Explores Objects
Younger Preschoolers – 36 to 48 months	
CD-11i: Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.	CS 14-4 Draws Conclusions and Sorts Results
CD-11j: Observe objects, materials, and everyday events, and describe what they notice (temperature, texture, size, weight, color, etc.).	CS 13-1 Explores Objects
CD-11k: Ask questions to find out more about the natural world.	CS 13-1 Explores Objects
CD-11l: With guidance and support, use simple tools to investigate objects and materials (magnifying glass, sifter, ramps for rolling balls and cars).	CS 13-1 Explores Objects
CD-11m: Describe and predict changes that take place when mixing and manipulating materials.	CS 14-2 Makes Predictions
Older Preschoolers - 48 to 60+ months	

CD-11n: Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.	CS 14-4 Draws Conclusions and Sorts Results
CD-11o: Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens).	CS 13-1 Explores Objects
CD-11p: Compare objects, materials, and phenomena by observing and describing their physical characteristics.	CS 13-1 Explores Objects
CD-11q: Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers).	CS 13-1 Explores Objects
CD-11r: Make and check predictions through observations and experimentation, with adult support and guidance.	CS 14-2 Makes Predictions
CD-11s: 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).	CS 14-2 Makes Predictions
CD-11t: Engage in the scientific process by observing, making predictions, recording predictions (through photographs, drawings or dictations), developing plans for testing hypotheses, trying out ideas and communicating outcomes.	CS 14-2 Makes Predictions CS 14-3 Makes Plans
CD-11u: Analyze the result of an attempted solution and use new information to solve a problem (e.g. after observing a paper boat sinking in the water, making a new boat out of a different material to see if it would float).	CS 14-4 Draws Conclusions and Sorts Results

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