

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 Dakota Early Learning Guidelines



References

South Dakota Department of Education. (2006). *South Dakota early learning guidelines*. SD: Author. Retrieved from https://dss.sd.gov/docs/childcare/early_learning_guidelines.pdf

South Dakota Early Learning Guidelines	Vine Assessments by LifeCubby
Approaches to Learning (AL)	Vine Indicators
Curiosity, Information-Seeking, and Eagerness	
AL-1: Children demonstrate curiosity and eagerness and express interest in the world around them.	
Infants (Birth -12 months)	
Begin to connect interests in the world through a trusted relationship (utters squeal of delight when adult brushes flower against cheek).	SED 5-1 Bonds with Adults
Show interest in others (kicks feet excitedly when someone they care about approaches; smiles or gazes at caregiver).	SED 5-1 Bonds with Adults
Show interest in themselves (looks at themselves in mirror and play with their feet).	SED 4-1 Develops Awareness of Self
React to new sights, sounds, tastes, smells, and touches (may turn head toward loud sound; may repeatedly stick out tongue when tasting a new food).	ATL 1-4 Is Curious
Younger Toddlers (8-21 months)	
Watch a trusted person to gauge their level of curiosity and eagerness before interacting with objects or other people.	ATL 1-4 Is Curious SED 5-2 Learns from Adults
Imitate facial expressions and movements of others.	SED 5-2 Learns from Adults
Show curiosity about their surroundings (points, facial expressions, simple words).	ATL 1-4 Is Curious
Show delight when exploring and making things happen (clapping, smiling, repeating actions over and over).	ATL 1-4 Is Curious
Enjoy sensory experiences (splashing water, tasting, touching, and shaking objects).	ATL 1-4 Is Curious
Older Toddlers (18-36 months)	
Share objects of interest or discoveries with a trusted person.	SED 5-1 Bonds with Adults

Discover things that interest and amaze them and seek to share them with others.	ATL 1-4 Is Curious
Show enjoyment in what they have done.	ATL 1-4 Is Curious
Watch what others are doing and often try to participate.	ATL 1-4 Is Curious
Younger Preschoolers (33-48 months)	
Seek out a trusted person to approach something new.	SED 5-1 Bonds with Adults
Discover things that interest and amaze them and express that interest to others.	ATL 1-4 Is Curious
Share what they have done with others through verbal and nonverbal means (take teacher to the easel to see a painting).	ATL 1-4 Is Curious
Show interest in a growing range of topics ideas, and tasks.	ATL 1-4 Is Curious
Older Preschoolers (45 to 60+ months)	
Share discoveries with a trusted person when reunited with that person at a later time.	SED 5-1 Bonds with Adults
Demonstrate eagerness to find out more about other people, discover new things in their environment, and talk about these things with others.	ATL 1-4 Is Curious
Choose to participate in a wide variety of activities and demonstrate willingness to try new experiences.	ATL 1-5 Shows Initiative
Demonstrate interest in mastering new skills (writing name, riding a bike, dancing, building skills).	ATL 1-5 Shows Initiative
AL-2: Children actively seek to understand the world around them in play and everyday tasks.	
Infants (Birth -12 months)	
Explore the indoor and outdoor environment using all available senses— smell, hear, see, feel and taste (puts objects in their mouth).	CS 13-1 Explores Objects
Move toward interesting people, sounds, objects, and activities, with appropriate supports.	ATL 1-4 Is Curious

Younger Toddlers (8-21 months)	
Initiate activities that interest them and try to get others involved.	ATL 1-5 Shows Initiative
Use toys and other objects to make things happen (kick a ball, push a button on a toy).	ATL 1-3 Is Persistent
Move toward people and things that are new and/or interesting.	ATL 1-4 Is Curious
Seek information from adults by pointing or with a questioning look or sound.	ATL 1-4 Is Curious
Older Toddlers (18-36 months)	
Seek more information about people and their surroundings (study and gaze at an object carefully, become absorbed in figuring out something in their environment).	ATL 1-4 Is Curious
Use their whole body to learn (get mud or paint on themselves from head to toe, climb into a big, empty box).	ATL 1-4 Is Curious
Communicate what they want to do or know using gestures, facial expressions, or simple questions. ("What dat?")	ATL 1-4 Is Curious
Younger Preschoolers (33-48 months)	
Ask questions about the people and things around them.	ATL 1-4 Is Curious
Use all available senses, tools, and a variety of strategies to actively explore the environment (drop objects in water to see if they sink or float).	ATL 1-4 Is Curious
Purposefully try different ways of doing things to see how they work (adjust blocks used as a ramp to make a ball roll faster and farther).	ATL 1-6 Thinks with Creativity & Flexibility
Older Preschoolers (45 to 60+ months)	
Ask questions and wonder about things that interest them (ask questions about future events, describe changes they notice in the seasons).	ATL 1-4 Is Curious
Choose among different ways to explore the environment based on	ATL 1-4 Is Curious

past experience (use a magnifying glass that the class used previously to explore something new).	
Use what they know from past experience to understand a current situation (get an umbrella to go outside because it is raining).	ATL 1-2 Develops Memory
Initiative, Effort, Engagement, and Persistence	
AL-3: Children demonstrate initiative and effort in play and everyday tasks.	
Infants (Birth -12 months)	
Communicate with sounds or movements to indicate preferences (make excited facial expressions or sound for food they like, push away food they don't like).	ATL 1-3 Is Persistent
Independently explore the different qualities of an object (notice the sound of a rattle, exploring it further by putting in their mouth).	ATL 1-5 Shows Initiative
Younger Toddlers (8-21 months)	
Express choices with actions or simple language (points or reaches for desired objects or food options).	ATL 1-3 Is Persistent
Seek to repeat experiences they enjoy or those that result in feeling successful (climb up and down stairs).	ATL 1-3 Is Persistent
Try to help with self-care (brushing hair) and activities (turning pages in a book you are reading together).	ATL 1-5 Shows Initiative
Older Toddlers (18-36 months)	
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
Show increasing interest in performing tasks independently (put on jacket, try to zip or button).	ATL 1-5 Shows Initiative
Increase self-help skills (putting on clothes, feeding self, using a tissue).	ATL 1-5 Shows Initiative
Younger Preschoolers (33-48 months)	

Show increasing independence and initiative when making choices. ("I want to go to blocks.")	ATL 1-5 Shows Initiative
Express goals or plans and follow through on them. ("I'm going to build a really tall tower.")	ATL 1-5 Shows Initiative
Expand self-help skills, interest, and enjoyment in doing things on their own (brushing teeth, putting on boots).	ATL 1-5 Shows Initiative
Older Preschoolers (45 to 60+ months)	
Demonstrate increasing independence, initiative, self-direction, 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
Demonstrate self-help skills, independently identifying and seeking things they need to complete activities or carry out play scenarios (gather supplies and create a sign for the block building they created).	ATL 1-5 Shows Initiative
Set simple goals that extend over time, make plans and put effort into following through. ("Let's make a rocket ship. We need blocks.")	ATL 1-5 Shows Initiative
Move independently to another activity once their current activity is completed.	ATL 1-6 Thinks with Creativity & Flexibility
AL-4: children are engaged and maintain focus in play and everyday tasks.	
Infants (Birth -12 months)	
Focus and attend to people and things around them.	ATL 1-1 Is Attentive
Repeat interesting actions over and over (push button to make toy light up).	ATL 1-3 Is Persistent
Notice when the expected does not happen (makes disappointed sound when squeaky-toy does not make a sound when pushed).	ATL 1-3 Is Persistent
Younger Toddlers (8-21 months)	
Focus on self-selected activity for a short period of time (decide to play in	ATL 1-1 Is Attentive

the sandbox and stay there for a couple of minutes).	
Focus on an interesting activity or interaction shared with adults for a short period of time.	ATL 1-1 Is Attentive
Older Toddlers (18-36 months)	
Focus on a person or a hands-on activity for a short period of time (stay focused long enough to fill several containers with sand).	ATL 1-1 Is Attentive
Continue to work on interesting activities while other things are going on around them.	ATL 1-3 Is Persistent
Younger Preschoolers (33-48 months)	
Remain engaged in more complex activities they have chosen.	ATL 1-1 Is Attentive
Focus on age-appropriate activities for a short period of time, even with interruptions (continue painting after answering another child's question).	ATL 1-1 Is Attentive
Maintain interest and focus and return to an activity after a break.	ATL 1-1 Is Attentive
Older Preschoolers (45 to 60+ months)	
Consistently remain engaged in self-directed activities (finishes a card they chose to make for a loved one).	ATL 1-1 Is Attentive
Sometimes able to ignore irrelevant information when focusing on a task (sorting buttons by color regardless of shape).	ATL 1-1 Is Attentive
AL-5: Children persist at challenging activities in play and everyday tasks0	
Infants (Birth -12 months)	
Try over and over to make things happen (make sounds to get attention, work to get something that is out of reach).	ATL 1-3 Is Persistent
Younger Toddlers (8-21 months)	
Keep trying to accomplish tasks that they are not initially able to do (put objects inside container, use spoon, put on hat).	ATL 1-3 Is Persistent
Older Toddlers (18-36 months)	

Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit).	ATL 1-3 Is Persistent
Seek help from others to complete a challenging activity.	ATL 1-3 Is Persistent
Younger Preschoolers (33-48 months)	
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
When experiencing difficulty with a challenging task, ask for and accept help from peers or adults (ask for help putting materials away on a high shelf; ask a friend for help in naming an unfamiliar animal in a book).	ATL 1-3 Is Persistent
Older Preschoolers (45 to 60+ months)	
Persists in working to complete tasks, trying different ways until successful (when a block tower falls, try putting the blocks together in a different way to build the tower again).	ATL 1-3 Is Persistent
Plan and follow through on longer-term tasks (planting a seed and caring for the plant).	ATL 1-5 Shows Initiative
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
Seek help and work cooperatively with others to complete a challenging activity (ask and work with peers to build a block bridge across the water tab	ATL 1-6 Thinks with Creativity & Flexibility
Risk-Taking, Problem-Solving, Flexibility, and Resiliency	
AL-6: Children are willing to try new and challenging experiences in play and everyday tasks.	
Infants (Birth -12 months)	
Explore new experiences both indoors and outdoors (toys, foods,	ATL 1-4 Is Curious

people, spaces) with support of a familiar trusted adult.	
Look to adults for cues and proceed when reassured.	SED 5-2 Learns from Adults
Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture crumb with pincer grasp).	ATL 1-5 Shows Initiative
Younger Toddlers (8-21 months)	
Try unfamiliar experiences and interact with new people with a familiar adult nearby.	ATL 1-4 Is Curious
Move away from a familiar adult to explore but check in frequently.	ATL 1-4 Is Curious
Show interest in toys that offer a challenge and try to make them work.	ATL 1-5 Shows Initiative
Older Toddlers (18-36 months)	
Explore freely without a familiar adult nearby.	ATL 1-4 Is Curious
Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide).	ATL 1-5 Shows Initiative
Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle).	SED 4-2 Becomes Confident
Want to do things their own way. (push an adult's hand away if the person is trying to help).	ATL 1-5 Shows Initiative
Younger Preschoolers (33-48 months)	
Express a belief that they can do things that are hard.	SED 4-2 Becomes Confident
Choose to participate in an increasing variety of new experiences when offered.	ATL 1-5 Shows Initiative
Show flexibility by adapting to changes in routines and situations.	ATL 1-6 Thinks with Creativity & Flexibility
Accept new challenges and opportunities when offered.	ATL 1-5 Shows Initiative
Try things they are not sure they can do, while avoiding dangerous risks.	ATL 2-2 Shows Responsibility
Older Preschoolers (45 to 60+ months)	
Expand their sense of self-reliance.	ATL 1-5 Shows Initiative
Approach new experiences independently.	ATL 1-5 Shows Initiative

Ask to participate in new experiences that they have observed or heard about.	ATL 1-5 Shows Initiative
Independently seek new challenges.	ATL 1-5 Shows Initiative
Demonstrate resiliency and coping skills when faced with challenges (after spilling paint on their favorite shirt are able to help clean up and continue painting).	ATL 1-6 Thinks with Creativity & Flexibility
AL-7: Children use a variety of strategies to solve problems in play and everyday tasks.	
Infants (Birth -12 months)	
Try simple strategies to get what they want (make noise, move or reach toward things, reject unwanted item).	ATL 1-3 Is Persistent
Try a familiar action in a new activity (hit a button on a new toy, try to open a variety of containers).	ATL 1-2 Develops Memory
Use trial and error to get something done, get what they want, or solve simple problems.	ATL 1-3 Is Persistent
Younger Toddlers (8-21 months)	
Try one or two strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a desired toy from him/her; try to put a ball in a box—if it will not fit, gets a bigger box).	ATL 1-3 Is Persistent
After unsuccessful attempt to solve a problem, ask for help from an adult (point, gesture, speak).	ATL 1-3 Is Persistent
Vary actions on purpose to solve a problem (bang then turn shape to fit in sorter; shake handle then pull)	ATL 1-3 Is Persistent
Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something).	ATL 1-3 Is Persistent
Older Toddlers (18-36 months)	
Try a variety of strategies to get what they want or solve a problem, often by trial and error.	ATL 1-3 Is Persistent
Recognize problems and make adjustments to actions to correct mistakes.	ATL 1-3 Is Persistent

Use language to obtain help to solve a problem. ("My trike won't go.")	ATL 1-5 Shows Initiative
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 (33-48 months)	
Welcome new challenges (add additional pieces to a new construction toy).	ATL 1-5 Shows Initiative
Seek and make use of ideas and help from adults and peers to solve problems.	ATL 1-6 Thinks with Creativity & Flexibility
Purposefully attempt several different strategies when encountering difficulty during daily routines or when using materials.	ATL 1-3 Is Persistent
Talk to themselves to work through the steps to solve a problem.	ATL 1-3 Is Persistent
Recovers from setbacks with the support of an adult.	ATL 1-3 Is Persistent
Older Preschoolers (45 to 60+ months)	
Describe the steps they will use to solve a problem.	ATL 1-5 Shows Initiative
Apply their prior knowledge to evaluate different strategies for solving a problem.	ATL 1-2 Develops Memory
Explain how they reasoned and solved a problem to another person.	ATL 1-5 Shows Initiative
Demonstrate satisfaction or delight when solving a problem or completing a task.	SED 4-2 Becomes Confident
Exhibit flexibility in considering alternative suggestions offered by others.	ATL 1-6 Thinks with Creativity & Flexibility
Quickly recover from setbacks when working and playing with others.	ATL 1-3 Is Persistent
Play and Imagination	
AL-8: Children engage in increasingly complex play.	
Infants (Birth -12 months)	

Engage in solitary play	ATL 1-5 Shows Initiative
Show interest in other children playing (watch, turn toward).	SED 6-2 Bonds with Peers
Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for “so big”).	SED 5-2 Learns from Adults SED 6-2 Bonds with Peers
Play with simple objects, using them to make sounds and explore cause and effect (shake a rattle-hear a sound; drop a spoon - caregiver picks it up).	ATL 1-4 Is Curious
Begin to participate in give-and-take exchanges of sounds and gestures (known as “serve and return”).	SED 6-2 Bonds with Peers SED 5-2 Learns from Adults
Younger Toddlers (8-21 months)	
Play alongside other children, sometimes imitating their actions.	SED 6-2 Bonds with Peers
Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, use a chair as a pretend car).	SED 5-2 Learns from Adults
Take turns in simple games (pat-a-cake, peek-a-boo).	SED 6-2 Bonds with Peers SED 5-2 Learns from Adults
Offer toys and objects to others.	SED 6-3 Cooperates with Peers
Older Toddler (18-36 months)	
Try to involve other children in play (give a peer a ball).	SED 6-3 Cooperates with Peers
Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone).	ATL 1-6 Thinks with Creativity & Flexibility
Play with others with a common purpose (play a chase game).	SED 6-3 Cooperates with Peers
Communicate about what is happening during pretend play (“He eating,” point to a picture on a communication board when feeding a toy baby with a spoon; “Now go work,” after putting on shoes and vest).	SED 6-3 Cooperates with Peers
Younger Preschoolers (33-48 months)	
Engage in pretend play themes that include interacting with other	SED 6-3 Cooperates with Peers

children, but often are not coordinated.	
Talk to peers and share materials during play.	SED 6-3 Cooperates with Peers
Engage in make-believe play with imaginary objects.	SED 6-3 Cooperates with Peers
Use language to begin and carry on play with others.	SED 6-3 Cooperates with Peers
Express knowledge of their everyday lives and culture through play (pretends to shop at a Farmer's Market and prepare a meal, pretends to fix hair the way his/her family styles hair).	SED 4-1 Develops Awareness of Self
Older Preschoolers (45 to 60+ months)	
Develop and sustain more complex pretend play themes in cooperation with peers.	SED 6-3 Cooperates with Peers
Use more complex and varied language to share ideas and influence others during play.	LC 7-4 Expands Vocabulary
Choose to use new knowledge and skills during play (add features to pretend play scene related to class project, write list, build a structure like that displayed in a book they have read).	ATL 1-2 Develops Memory
Demonstrate their cultural values and "roles" through play (uses a blanket as a shawl while dancing).	SED 4-1 Develops Awareness of Self
AL-9: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.	
Infants (Birth -12 months)	
Use everyday household objects for play (spoons, pots and pans, plastic bowls).	ATL 1-6 Thinks with Creativity & Flexibility
Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, make a sound to get a new adult's attention).	ATL 1-2 Develops Memory
React to unexpected events with laughter and interest.	ATL 1-5 Shows Initiative
Younger Toddlers (8-21 months)	

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 Toddler (18-36 months)	
Broaden their use of art and construction materials and toys in new and unexpected ways (use a tambourine as a hat, cut play dough with scissors).	ATL 1-5 Shows Initiative
Pretend to be somebody or something other than themselves (pretend to be an animal or another family member).	ATL 1-6 Thinks with Creativity & Flexibility
Pretend one object is really something different (use Legos as food while stirring a pot).	ATL 1-6 Thinks with Creativity & Flexibility
Younger Preschoolers (33-48 months)	
Explore and experiment with a wide variety of materials and activities.	ATL 1-5 Shows Initiative
Use imagination to try new ways of doing things and work with materials in creative ways.	ATL 1-6 Thinks with Creativity & Flexibility
Use materials (art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in inventive ways.	ATL 1-5 Shows Initiative
Experiment with language, musical sounds, and movement.	ATL 1-4 Is Curious
Older Preschoolers (45 to 60+ months)	
Plan pretend play scenarios and use or create a variety of roles, props, or tools to bring them to life.	ATL 1-6 Thinks with Creativity & Flexibility
Use materials or actions in increasingly varied, creative, and resourceful ways to represent experiences or ideas.	ATL 1-5 Shows Initiative
Develop creative solutions in play and daily situations.	ATL 1-6 Thinks with Creativity & Flexibility
Make up stories, songs or dances for fun during play.	ATL 1-6 Thinks with Creativity & Flexibility

Social and Emotional Development (SED)	
Developing a Positive Sense of Self	
SED-1: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks	
Infants (Birth -12 months)	
Show awareness of their bodies (purposefully reach for toes).	SED 4-1 Develops Awareness of Self
Show interest in their image in a mirror (smile, gaze, reach out to touch).	SED 4-1 Develops Awareness of Self
Respond to their name (smile, kick feet, turn head).	SED 3-1 Expresses Emotion
Express likes and dislikes (smile, cry, turn away, protest, wave hands, kick legs).	SED 3-1 Expresses Emotion
Show they expect results from their actions (hit toy over and over to produce sound).	ATL 1-3 Is Persistent
Show pleasure at things they have done (wiggle, coo, laugh).	SED 3-1 Expresses Emotion
Explore the environment with support from a familiar, trusted adult.	ATL 1-5 Shows Initiative
Younger Toddlers (8-21 months)	
Begin to recognize some body parts by pointing when asked.	SED 4-1 Develops Awareness of Self
Recognize themselves in a mirror (point to self, make faces in mirror).	SED 4-1 Develops Awareness of Self
Express choices with gestures, signs, or words (select a toy they want).	SED 3-1 Expresses Emotion
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
Share what they have done with others and show them things they like.	SED 4-2 Becomes Confident
Explore their environment, occasionally "checking in" with a familiar, trusted adult.	ATL 1-5 Shows Initiative
Older Toddlers (18-36 months)	
Begin to name some body parts when asked. ("Nose," when adult	SED 4-1 Develops Awareness of Self

asks, "What's this?" while touches nose.)	
Identify themselves by name or a personal pronoun (I, me).	SED 4-1 Develops Awareness of Self
Express preferences and make choices. (When offered an object they do not want, will respond "No!")	SED 3-1 Expresses Emotion
Use simple terms to describe their physical characteristics and what they can do.	SED 4-1 Develops Awareness of Self
Show increasing confidence and pleasure with their accomplishments.	SED 4-2 Becomes Confident
Explore things that interest them in their environment.	ATL 1-5 Shows Initiative
Younger Preschoolers (33-48 months)	
Use more complex terms to describe body parts and physical characteristics (accurately identify "where it hurts").	SED 4-1 Develops Awareness of Self
Identify themselves by first and last name.	SED 4-1 Develops Awareness of Self
Aware of the idea of ownership. ("This is mine, that is yours.")	SED 4-1 Develops Awareness of Self
Describe themselves in positive terms, including what they like and dislike, what they can do, and what they have done.	SED 4-2 Becomes Confident
Demonstrate emerging sense of independence in their choices and confidence that they can do many things.	SED 4-2 Becomes Confident
Express a sense of belonging to a group. ("There's Destiny from my class.")	SED 4-1 Develops Awareness of Self
Older Preschoolers (45 to 60+ months)	
Use detail to describe positive feelings about themselves, their physical characteristics, what they can do, and what they have accomplished in a variety of areas.	SED 4-1 Develops Awareness of Self
Express preferences and explain reasons for choices.	SED 4-1 Develops Awareness of Self
Express awareness that they are members of different groups (family, clan, preschool class).	SED 4-1 Develops Awareness of Self

Developing Relationships	
SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks.	
Infants (Birth -12 months)	
Enjoy being held, cuddled, and talked to by familiar adults.	SED 5-1 Bonds with Adults
Recognize and reach out to familiar people.	SED 5-1 Bonds with Adults
Seek to be near trusted adults; stop crying when they come near.	SED 5-1 Bonds with Adults
Show signs of separation anxiety when a familiar caregiver leaves.	SED 5-1 Bonds with Adults
Imitate sounds, facial expressions, or gestures they see other people do and wait for a response (peek-a-boo, hands up for “so big”).	SED 5-2 Learns from Adults
Younger Toddlers (8-21 months)	
Show preference for and emotional connection with adults who take care of them on a regular basis (feel secure to explore and then “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
Offer toys and objects to familiar adults.	SED 5-2 Learns from Adults
Use sounds and gestures to engage adults (initiate simple give-and-take interactions).	SED 5-2 Learns from Adults
Older Toddlers (18-36 months)	
Form close relationships with their primary caregivers and other familiar adults.	SED 5-1 Bonds with Adults
Seek help from trusted adults when upset (when fearful or having difficulty with something).	SED 5-1 Bonds with Adults
Feel more secure and calm more quickly, when primary caregiver is with them.	SED 5-1 Bonds with Adults
Use simple language to ask adults for help or to do something with them. (Sign or say “more” or “up up.”)	SED 5-1 Bonds with Adults
Younger Preschoolers (33-48 months)	

Seek out trusted adults for approval, emotional support, assistance, and help solving problems when needed.	SED 5-1 Bonds with Adults
Show affection for adults they are close to and refer to them by name. ("Hi Nana!")	SED 5-1 Bonds with Adults
Given time, form positive relationships with new teachers or caregivers.	SED 5-1 Bonds with Adults
Show ease and comfort in their interactions with familiar adults.	SED 5-1 Bonds with Adults
Older Preschoolers (45 to 60+ months)	
Seek out and accept help from trusted adults as needed for emotional support, approval, assistance, social interaction, and help solving problems.	SED 5-1 Bonds with Adults
Build and strengthen positive relationships with new teachers or caregivers over time.	SED 5-1 Bonds with Adults
Use language effectively to converse with familiar adults, to ask for help, or to do something.	SED 5-2 Learns from Adults
SED-3: Children form relationships and interact positively with other children in play and everyday tasks.	
Infants (Birth -12 months)	
Notice other infants and children (turning and looking in their direction, reaching out for them).	SED 6-2 Bonds with Peers
Interact and move toward other familiar children when mobile.	SED 6-2 Bonds with Peers
Imitate sounds, expressions, or gestures when interacting with other children (shared smiling, squealing, clapping).	SED 6-2 Bonds with Peers
Younger Toddlers (8-21 months)	
Show delight when familiar peers arrive.	SED 6-2 Bonds with Peers
Enjoy playing alongside other children.	SED 6-2 Bonds with Peers
Imitate actions of older siblings and playmates	SED 6-2 Bonds with Peers
Offer toys and objects to other children.	SED 6-3 Cooperates with Peers

Older Toddlers (18-36 months)	
Show positive emotion and turn taking, with guidance and support, when playing with familiar playmates.	SED 6-2 Bonds with Peers
Show affection or preference for particular children (spontaneously hug, call other child a friend).	SED 6-2 Bonds with Peers
Remember and use names of familiar playmates.	SED 6-2 Bonds with Peers
Use appropriate words to influence playmates' behavior. ("Play with me." "Please stop.")	SED 6-3 Cooperates with Peers
Participate in play with other children.	SED 6-3 Cooperates with Peers
Younger Preschoolers (33-48 months)	
Demonstrate developing social skills with guidance and support when interacting with other children (improving turn-taking, conflict-resolution, sharing).	SED 6-2 Bonds with Peers
Form and maintain friendships with a few other children.	SED 6-2 Bonds with Peers
Identify another child as a friend.	SED 6-2 Bonds with Peers
Begin to initiate positive interactions and play with other children.	SED 6-3 Cooperates with Peers
Seek comfort from and give support to familiar children.	SED 6-1 Builds Empathy
Begin to demonstrate a respect for the rights and property of others (ask to play with someone else's toy).	SED 6-1 Builds Empathy
Notice and accept similarities and differences among people, including people with disabilities and those from different cultures (hair color, gender, or favorite activities).	SED 6-1 Builds Empathy
Older Preschoolers (45 to 60+ months)	
Demonstrate social skills when interacting with other children (turn-taking, conflict-resolution, sharing).	SED 6-2 Bonds with Peers
Form and maintain friendships with other children of diverse cultural backgrounds, abilities, and genders.	SED 6-2 Bonds with Peers
Can name qualities that make a good friend.	SED 6-2 Bonds with Peers

Have effective back-and-forth conversations, negotiate, and plan with other children.	SED 6-3 Cooperates with Peers
Play, interact, and make decisions collaboratively with other children in pairs and small groups (work on project together, exchange ideas).	SED 6-3 Cooperates with Peers
Express respect and caring for all people, celebrating similarities and differences among people of all abilities and cultures.	SED 6-1 Builds Empathy
Self-Regulation and Pro-Social Behaviors	
SED-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks.	
Infants (Birth -12 months)	
Use gestures and sounds to get another person to do something (cries, points to cup they want).	SED 3-1 Expresses Emotion
Younger Toddlers (8-21 months)	
Use gestures, sounds, objects, or simple words to get another person to do something (bring box to adult to be opened, make noise to get someone to look).	SED 3-1 Expresses Emotion
Begin to follow simple directions. ("Please get your shoes so we can go outside.")	LC 7-1 Develops Receptive Communication
Control impulses some of the time (look at forbidden object and say, "No, no," allow adult to direct them to a different activity).	SED 3-2 Manages Feelings & Demonstrates Self-Control
Accept adult help to resolve problems and conflicts and cooperate when an adult redirects them from a situation that poses a problem.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Older Toddlers (18-36 months)	
Demonstrate pro-social behaviors, participate in routines, and transition from one activity to the next with adult guidance and support (need adult reminders to self-regulate and return toy they have taken from another child).	ATL 2-2 Shows Responsibility SED 3-2 Manages Feelings & Demonstrates Self-Control

Adjust their behavior to fit situations (tiptoe near a sleeping baby, use a quieter voice inside, runs outside).	ATL 2-2 Shows Responsibility
Accept limits of the environment and redirection (accepts “no” and moves onto another activity without getting overly upset).	ATL 2-2 Shows Responsibility
Evaluate their own and others’ actions as right or wrong (pointing out that another child is climbing on the table).	ATL 2-2 Shows Responsibility
Show caring and cooperation (help to put away toys, offer to help another person).	ATL 2-2 Shows Responsibility
Wait for a short time to get what they want (a turn with a toy, a snack), with guidance and support.	ATL 2-2 Shows Responsibility
Younger Preschoolers (33-48 months)	
Demonstrate pro-social behaviors (waiting for a turn), participate in routines, and transition smoothly from one activity to the next with some adult guidance and support.	ATL 2-2 Shows Responsibility
Often make requests clearly and effectively.	ATL 1-5 Shows Initiative
Show awareness that their actions affect others (move carefully around classmate’s block structure).	ATL 2-2 Shows Responsibility
Wait for a short time to get what they want (a turn with a toy, a snack).	ATL 2-2 Shows Responsibility
Work to resolve conflicts effectively, with guidance and support.	ATL 2-2 Shows Responsibility SED 3-2 Manages Feelings & Demonstrates Self-Control
Older Preschoolers (45 to 60+ months)	
Demonstrates pro-social behaviors, participate in routines, and transition smoothly from one activity to the next with minimal support.	ATL 2-2 Shows Responsibility
Make requests clearly and effectively most of the time.	ATL 1-5 Shows Initiative
Balance their own needs with those of others in the group most of the time.	ATL 2-2 Shows Responsibility
Anticipate consequences of their actions and plan ways to solve	ATL 2-2 Shows Responsibility

problems effectively, with a small amount of guidance and support.	
Use a variety of strategies to solve conflicts with increasing independence and show greater understanding of when to bring a problem to an adult.	ATL 2-2 Shows Responsibility SED 3-2 Manages Feelings & Demonstrates Self-Control
Defend self while respecting the rights of others.	SED 4-1 Develops Awareness of Self SED 6-1 Builds Empathy
Play independently, in pairs, and cooperatively in small groups.	SED 6-3 Cooperates with Peers
Initiate play and know how to enter into a group of children who are already involved in play.	SED 6-3 Cooperates with Peers
Show social support through encouraging words or actions. ("I'll be your friend.")	SED 6-1 Builds Empathy
SED-5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks.	
Infants (Birth -12 months)	
Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice.	SED 3-1 Expresses Emotion
Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss).	SED 3-1 Expresses Emotion
Soothe themselves (suck thumb or pacifier, shift attention, rock back and forth, rub hands together, snuggle with soft toy).	SED 3-2 Manages Feelings & Demonstrates Self-Control
Younger Toddlers (8-21 months)	
Use body language, facial expression, simple words or signs to communicate needs and feelings (clap when happy, shout "Whee!" when excited).	SED 3-1 Expresses Emotion
Separate from parent or main caregiver without being overcome by stress.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Find comfort and calm down in a familiar setting or with a familiar person.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Older Toddlers (18-36 months)	

Frequently use simple words or signs to communicate needs and feelings.	SED 3-1 Expresses Emotion
Manage emotions and control impulses with guidance and support. (Instead of hitting says, "I don't like that!" Waits by door instead of running ahead when excited to go out.)	SED 3-2 Manages Feelings & Demonstrates Self-Control
Display emotional outbursts less often.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Use physical ways of expressing themselves when their feelings are intense (jumping up and down when excited).	SED 3-1 Expresses Emotion
Younger Preschoolers (33-48 months)	
Use words or signs to express their needs and feelings most of the time.	SED 3-1 Expresses Emotion
Suggest reasons for their feelings. ("I'm sad because Grandma's leaving." "That makes me mad when you do that!")	SED 3-1 Expresses Emotion
Manage emotions, control impulses, and calm themselves with adult support and guidance.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Older Preschoolers (45 to 60+ months)	
Use increasingly more complex vocabulary to express their feelings, as well as to identify the emotions of others.	SED 3-1 Expresses Emotion
Describe 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
Manage emotions, control impulses, and delay gratification with minimal support, coming up with possible problem-solving strategies and solutions for managing their frustrations, calming, and regulating themselves.	SED 3-2 Manages Feelings & Demonstrates Self-Control
SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.	
Infants (Birth -12 months)	

Become upset when another infant is crying.	SED 6-1 Builds Empathy
Respond differently to positive vs. negative emotional expressions of others.	SED 6-1 Builds Empathy
Younger Toddlers (8-21 months)	
Try to comfort another child or adult who is upset (bring a comfort object, stroke the person on the back).	SED 6-1 Builds Empathy
Look at familiar caregivers to see how the caregiver is feeling (look to see if the caregiver is upset after they spill a drink).	SED 6-1 Builds Empathy
Match their tone and emotions to that of others during interactions.	SED 6-1 Builds Empathy
Older Toddlers (18-36 months)	
Use simple words and/ or actions to comfort another child or adult who is upset. (provide a comfort object, hugging a peer who is crying and says, "OK.")	SED 6-1 Builds Empathy
Show concern for others (share a toy with someone who doesn't have one).	SED 6-1 Builds Empathy
Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).	SED 6-1 Builds Empathy
Recognize facial expressions or actions associated with different emotions.	SED 6-1 Builds Empathy
Younger Preschoolers (33-48 months)	
Use words to comfort another child or adult who is upset (bring a comfort object, pat the person on the back).	SED 6-1 Builds Empathy
Communicate concern for others. ("Are you OK?")	SED 6-1 Builds Empathy
Use words and/or actions 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
With guidance and support, show respect for others' feelings and points	SED 6-1 Builds Empathy

of view (work out conflicts, listen to opinions expressed by others).	
Older Preschoolers (45 to 60+ months)	
Communicate understanding, empathy, and support for others' feelings.	SED 6-1 Builds Empathy
Show awareness that their behavior can affect the feelings of others. ("I didn't mean to hurt you when I threw that.")	SED 6-1 Builds Empathy
Choose to act in ways that show respect for others' feelings and points of view most of the time (complement each other during play, work out conflicts, show respect for opinions expressed by others).	SED 6-1 Builds Empathy
Recognize that everyone has emotions and that other people may not feel the same way they do about everything.	SED 6-1 Builds Empathy

Communication, Language and Literacy Domain (CLL)	
Communicating and Oral Language Development	
CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.	
Infants (Birth -12 months)	
Respond to familiar faces, voices, or simple sign language by looking or making eye contact.	LC 7-1 Develops Receptive Communication
Briefly pay attention to the same object the caregiver is looking at.	ATL 1-1 Is Attentive
Communicate nonverbally by repeatedly using actions to let adults know what they want (reach out arms to ask to be held).	LC 7-2 Develops Expressive Communication
Respond to simple requests ("Do you want more?") with sounds, actions, or simple sign language.	LC 7-1 Develops Receptive Communication LC 7-2 Develops Expressive Communication
Engage in turn-taking during social and vocal play with adults and other	LC 7-2 Develops Expressive Communication

children (babbling, imitating facial expressions).	
Younger Toddlers (8-21 months)	
Respond to gestures, facial expressions, and tone of voice, with words or simple sign language.	LC 7-1 Develops Receptive Communication
Establish joint attention by repeated cycles of looking at an object, at their caregiver, then back at the object.	ATL 1-1 Is Attentive
Use sounds, actions, or simple words to initiate interaction and simple conversation with another person and make their needs known.	LC 7-2 Develops Expressive Communication
Follow simple directions and visual cues. ("Pick out your favorite book and I'll read it to you.")	LC 7-1 Develops Receptive Communication
Respond to simple statements and questions about pictures, play, people, and things that are happening.	LC 7-1 Develops Receptive Communication
Older Toddlers (18-36 months)	
Respond when others initiate conversation, as well as to their gestures, facial expressions, and tone of voice using a larger variety of words or signs.	LC 7-2 Develops Expressive Communication
Engage in short back and forth conversations with adults and peers.	LC 7-6 Learns Conversation Structure
Ask questions or use verbal or nonverbal cues to initiate communication with another to make their needs known.	LC 7-6 Learns Conversation Structure
Follow two-step directions with visual cues if needed. ("Would you please return this book to the shelf and then come outside with me?")	LC 7-1 Develops Receptive Communication
Answer and ask simple questions. (When asked, "What were you playing with?" Responds, "My blue truck.")	LC 7-2 Develops Expressive Communication
Younger Preschoolers (33-48 months)	
With prompting and support, initiate and carry on conversations, make comments, and ask questions related to the topic of discussion.	LC 7-6 Learns Conversation Structure

With prompting and support, provide responses to questions and pose questions to learn new information, clarify ideas, and have their needs met.	LC 7-2 Develops Expressive Communication
Follow simple multi-step directions with visual cues if needed.	LC 7-1 Develops Receptive Communication
Show understanding of increasingly complex sentences.	LC 7-1 Develops Receptive Communication
Demonstrate motivation to communicate in play and everyday activities (excitedly describe block structure they are working on as adult sits down to join them).	LC 7-2 Develops Expressive Communication
Older Preschoolers (45 to 60+ months)	
Initiate and engage in conversation and discussions with adults and other children that include multiple back-and-forth exchanges.	LC 7-6 Learns Conversation Structure
Participate in a group discussion, making comments and asking questions related to the topic.	LC 7-6 Learns Conversation Structure
Provide meaningful responses to questions and pose questions to learn new information, clarify ideas, and have their needs met.	LC 7-2 Develops Expressive Communication
Follow multi-step directions that contain details. ("Please go to your room, find your blue shirt and put the dirty one in the laundry basket.")	LC 7-1 Develops Receptive Communication
Appreciate and use humor.	LC 7-2 Develops Expressive Communication
CLL-2: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language.	
Infants (Birth -12 months)	
Make different sounds and actions for different purposes (coo to gain someone's attention, whimper when wet, cry loudly when hungry).	LC 7-2 Develops Expressive Communication
"Jabber" and pretend to talk using many sounds or simple sign language from the languages used around them.	LC 7-2 Develops Expressive Communication
Younger Toddlers (8-21 months)	

Communicate through facial expressions, sounds, and body movements, such as waving and nodding.	LC 7-2 Develops Expressive Communication
Expect others to understand them and show frustration if not understood.	LC 7-2 Develops Expressive Communication
“Jabber” and put together vocalizations mimicking the rhythm and flow of their home language.	LC 7-2 Develops Expressive Communication
Older Toddlers (18-36 months)	
Communicate messages with expression, tone, and inflection.	LC 7-2 Develops Expressive Communication
Use speech that is understood most of the time by familiar listeners.	LC 7-2 Develops Expressive Communication
Communicate in two to three word sentences that follow the word order of their home language.	LC 7-2 Develops Expressive Communication
Younger Preschoolers (33-48 months)	
Communicate messages with expression, tone, volume, and inflection appropriate to the situation most of the time.	LC 7-2 Develops Expressive Communication
Speak clearly enough to be understood by familiar adults and children.	LC 7-6 Learns Conversation Structure
Communicate in longer sentences and use many of the conventions of grammar in their home language (plurals, tenses, prepositions), although may over-generalize grammatical rules. (“There are lots of childs in our room.”)	LC 7-2 Develops Expressive Communication
Older Preschoolers (45 to 60+ months)	
Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative).	LC 7-6 Learns Conversation Structure
Speak clearly enough to be understood by most people, although may make some pronunciation errors.	LC 7-6 Learns Conversation Structure
Use complete sentences that are grammatically correct most of the	LC 7-5 Expands Grammar and Pronunciation

time to express ideas, feelings, and intentions.	
CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.	
Infants (Birth -12 months)	
Make specific sounds, facial expressions, and/or gestures for certain people and objects.	LC 7-2 Develops Expressive Communication
Imitate sounds, words, and gestures.	LC 7-2 Develops Expressive Communication
Recognize spoken or signed words used for common items, people, and actions.	LC 7-1 Develops Receptive Communication
Younger Toddlers (8-21 months)	
Show steady increase in words they use (name family members and familiar objects).	LC 7-4 Expands Vocabulary
Use simple words to label people and objects and make requests (“doggy,” “more,” “all done”).	LC 7-2 Develops Expressive Communication
Imitate familiar people, as well as repeating parts of songs and rhymes.	LC 7-2 Develops Expressive Communication
Respond to simple spoken or signed words and phrases that they hear often.	LC 7-1 Develops Receptive Communication
Older Toddlers (18-36 months)	
Use new words each day and have a word for almost all familiar people, objects, actions, conditions, and concepts (Gramma, chilly, big, little, in, out).	LC 7-4 Expands Vocabulary
Talk to themselves and others about what they are doing, and events of the day.	LC 7-2 Develops Expressive Communication
Participate in or repeat familiar songs, chants, or rhymes.	LC 7-3 Develops Phonemic Awareness
Use words, actions, or signs to communicate during dramatic play to act out familiar scenes and events and imitate familiar people.	LC 7-2 Develops Expressive Communication
Younger Preschoolers (33-48 months)	
Use many newly acquired words to describe meaningful objects and activities in their environment,	LC 7-4 Expands Vocabulary

including words for parts of objects (tail, paw) and more than one word for the same object (cat, kitty).	
Describe experiences and create short stories.	LC 7-2 Develops Expressive Communication
Repeat familiar songs, chants, or rhymes.	LC 7-3 Develops Phonemic Awareness
Use simple phrases and responses to peers in their dramatic play as they imitate familiar people and events.	LC 7-2 Develops Expressive Communication
Demonstrate understanding of an increasingly rich vocabulary.	LC 7-4 Expands Vocabulary
Use cues in the environment to figure out what words mean (figure out the meaning of “breeze” when out flying kites and adult says, “Wow, look at your kite flying in the breeze!”).	LC 7-1 Develops Receptive Communication
Make up names for things using words they know (froggy-fish for tadpole).	LC 7-4 Expands Vocabulary
Older Preschoolers (45 to 60+ months)	
Use an increasingly rich and sophisticated vocabulary to clearly express their thoughts (using two or more new words each day in play and meaningful contexts).	LC 7-4 Expands Vocabulary
Tell real or imaginary personal stories with more detail.	LC 7-2 Develops Expressive Communication
Independently sing or create their own songs, chants, and rhymes.	LC 7-3 Develops Phonemic Awareness
Act out defined roles and storylines in dramatic play with back-and-forth dialogue with each other.	LC 7-6 Learns Conversation Structure
Uses new subject-specific words after repeated exposure to meaningful experiences and vocabulary (after playing in the block area with an adult, using ramps and balls, talks about ramps and inclines).	LC 7-4 Expands Vocabulary
Infer the meaning of new words from the context in which they are used (figuring out the correct names for two new foods when the adult says, “Today we’re having tortillas with beans and empanadas with sauce”	LC 7-4 Expands Vocabulary

by distinguishing between the beans and sauce).	
Name other words for objects and actions (synonyms such as walk and stroll) and accurately choose the most appropriate term from two similar words. ("It's not just warm, it's burning hot!")	LC 7-5 Expands Grammar and Pronunciation
Put similar words into categories (hat, mitten, coat, boot).	LC 7-5 Expands Grammar and Pronunciation
Name common opposites for some words.	LC 7-5 Expands Grammar and Pronunciation
Foundations for Reading	
CLL-4: Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities.	
Infants (Birth -12 months)	
Pat and chew on cloth, plastic, and board books.	LKS 8-1 Develops Early Literacy
Look at pictures of faces and simple objects in books and other print media.	LKS 8-1 Develops Early Literacy
Listen to simple and repetitive books, stories, and songs.	LKS 8-1 Develops Early Literacy
Younger Toddlers (8-21 months)	
Explore reading behaviors with assistance (choosing books, opening and closing books, or turning individual or grouped pages in a book).	LKS 8-1 Develops Early Literacy
Show interest in picture books, especially tactile books, point to pictures.	LKS 8-1 Develops Early Literacy
Listen to simple and repetitive books, stories, and songs for brief periods of time. (May join as caregiver finishes a short book with another child.)	LKS 8-1 Develops Early Literacy
Carry books around and ask caregiver to read favorite books aloud.	LKS 8-1 Develops Early Literacy
Older Toddlers (18-36 months)	
Explore reading behaviors independently (choosing books, opening and closing books, or turning	LKS 8-1 Develops Early Literacy

individual or grouped pages in a book).	
Show interest in choosing and exploring different types of books.	LKS 8-1 Develops Early Literacy
Listen for short periods of time to storybooks, informational books, stories, poetry, songs and finger plays. (Child enjoys several minutes as caregiver reads short book to a few children but may leave before the end.)	LKS 8-1 Develops Early Literacy
Younger Preschoolers (33-48 months)	
Engage in reading behaviors independently for several minutes at a time.	LKS 8-1 Develops Early Literacy
Show an interest in words and printed materials and other reading-related activities.	LKS 8-1 Develops Early Literacy
Listen to and discuss storybooks, simple information books, and poetry with a small group or individually with an adult.	LKS 8-1 Develops Early Literacy
Identify a variety of print resources, such as books and magazines.	LKS 8-1 Develops Early Literacy
Older Preschoolers (45 to 60+ months)	
Engage in reading behaviors independently with increased focus for longer periods of time.	LKS 8-1 Develops Early Literacy
Demonstrate motivation, interest and enjoyment in reading books and other printed materials, acting out stories while engaged in play independently and with others.	LKS 8-1 Develops Early Literacy
Listen to and discuss increasingly complex story books, information books, and poetry.	LKS 8-1 Develops Early Literacy
Identify a variety of print resources, including books, magazines, invitations, and cards, as well as e-books and other electronic media if available.	LKS 8-1 Develops Early Literacy
Point to title of book when asked after adult has read title and author.	LKS 8-1 Develops Early Literacy
CLL-5: Through their explorations, play, and social interactions, children	

comprehend, use, and begin to reflect on and analyze information in books and other media.	
Infants (Birth -12 months)	
Show recognition or delight when caregiver reads a familiar story or sings a familiar song	LKS 8-1 Develops Early Literacy LC 7-3 Develops Phonemic Awareness
Younger Toddlers (8-21 months)	
Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays.	LKS 8-1 Develops Early Literacy LC 7-3 Develops Phonemic Awareness
Make appropriate sounds when looking at pictures. (When looking at a duck says, "Quack, quack." When looking at a car says, "Vrrrrooom.")	LKS 8-1 Develops Early Literacy
Looks at most pages as caregiver reads short book.	LKS 8-1 Develops Early Literacy
Older Toddlers (18-36 months)	
While being read to by an adult, chime in by saying the word or repeated line in a book.	LKS 8-3 Develops Emergent Reading
Pretend to read familiar books from memory; repeat familiar phrases while looking at a book.	LKS 8-3 Develops Emergent Reading
With support, share personal experiences that relates to events described in familiar books.	LKS 8-3 Develops Emergent Reading
Younger Preschoolers (33-48 months)	
Imitate repeated phrases in storybooks and story dialogue with some accuracy and detail.	LKS 8-3 Develops Emergent Reading
Discuss storybooks by responding to questions about what is happening and predicting what will happen next, with prompting and support from an adult.	LKS 8-3 Develops Emergent Reading
Use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information, with prompting and support from an adult.	LKS 8-3 Develops Emergent Reading
Use their knowledge of the world (what things are, how things work) to make sense of stories and informational texts.	LKS 8-3 Develops Emergent Reading

Relate personal experiences to events described in familiar books, with prompting and support.	LKS 8-3 Develops Emergent Reading
Ask questions about a story or the information in a book.	LKS 8-3 Develops Emergent Reading
Describe what they like or don't like in a story or book.	LKS 8-3 Develops Emergent Reading
Older Preschoolers (45 to 60+ months)	
Retell a story from a familiar book and relate it to real-life experiences, with prompting and support from an adult.	LKS 8-3 Develops Emergent Reading
Make predictions of next steps in a story.	LKS 8-3 Develops Emergent Reading
Name two or more similarities and differences between two characters, their experiences, or settings, when prompted by an adult.	LKS 8-3 Develops Emergent Reading
Use informational texts and other media to learn about the world, infer from illustrations, ask questions, and talk about the information.	LKS 8-3 Develops Emergent Reading
Use knowledge of the world to make sense of more challenging texts.	LKS 8-3 Develops Emergent Reading
Relate personal experiences to an increasing variety of events described in familiar and new books.	LKS 8-3 Develops Emergent Reading
Ask more focused and detailed questions about a story or the information in a book.	LKS 8-3 Develops Emergent Reading
Give a reason for liking, or not liking, a story or book.	LKS 8-3 Develops Emergent Reading
CLL-6: Through their explorations, play and social interactions, children begin to recognize basic concepts of print and that they can get meaning from print.	
Infants (Birth -12 months)	
Explore books and paper by tasting, mouthing, crumpling, banging, and patting	LKS 8-1 Develops Early Literacy
Look at pictures while cuddling with caregiver.	LKS 8-1 Develops Early Literacy
Younger Toddlers (8-21 months)	

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
Turn pages (but not always in the right order); point to and label pictures in books.	LKS 8-1 Develops Early Literacy
Show awareness of and identify some environmental print and logos (favorite cereal box, a sign for a familiar store).	LKS 8-1 Develops Early Literacy
Older Toddlers (18-36 months)	
Hold a book upright, turn some pages from front to back (but not always in the right order), close book, and say, “done” or “the end.”	LKS 8-1 Develops Early Literacy
Demonstrate knowledge of the basic concepts of print, such as knowing the differences between pictures and print.	LKS 8-1 Develops Early Literacy
Demonstrate an understanding of realistic symbols such as photographs, and later abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; when looking at a symbol of hand-washing near a sink, says, “Wash hands.”)	LKS 8-3 Develops Emergent Reading
Demonstrate understanding of the need for and the uses of print. (Pretend to read a “grocery list” during play. When looking at a menu, says, “I want oranges.”)	LKS 8-3 Develops Emergent Reading
Younger Preschoolers (33-48 months)	
Demonstrate book-handling skills, such as holding a book right-side up and turning pages from front to back.	LKS 8-1 Develops Early Literacy
Recognize that print occurs in different forms and is used for a variety of functions, such as telling people what to do, where to store things, and when they will have a turn with prompting and support from an adult.	LKS 8-1 Develops Early Literacy

Recognize familiar environmental print, such as “STOP” signs, and realize the meaning of the words.	LKS 8-3 Develops Emergent Reading
Older Preschoolers (45 to 60+ months)	
Hold a book upright while turning pages one by one from front to back.	LKS 8-1 Develops Early Literacy
Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).	LKS 8-3 Develops Emergent Reading
Run their finger under or over print as they pretend to read text, with prompting and support from an adult.	LKS 8-3 Develops Emergent Reading
Recognize own first name in print and that of some friends.	LKS 8-3 Develops Emergent Reading
Demonstrate knowledge that a symbol can represent something else; a word can stand for an object, a name for a person, or a picture for the real object (put blocks away on shelf labeled “blocks”).	LKS 8-3 Develops Emergent Reading
CLL-7: Through their explorations, play, and social interactions, children listen, identify, and respond to sounds, and develop phonological awareness.	
Infants (Birth -12 months)	
Imitate and take turns with caregivers making different sounds.	LC 7-2 Develops Expressive Communication
Explore and play with sounds by themselves and with others (make “raspberries” and other sounds).	LC 7-2 Develops Expressive Communication
Younger Toddlers (8-21 months)	
Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures.	LC 7-3 Develops Phonemic Awareness
Express interest and sing along, clap, or move with rhyming and rhythmic songs.	LC 7-3 Develops Phonemic Awareness
Older Toddlers (18-36 months)	
Play with the sounds of language with another person (name and rhyming games, imitating rhyming words).	LC 7-3 Develops Phonemic Awareness
Participate in experiences using rhythmic patterns in poems and	LC 7-3 Develops Phonemic Awareness

songs using words, clapping, marching, and/or using instruments.	
Notice sounds that are the same and different.	LC 7-3 Develops Phonemic Awareness
Younger Preschoolers (33-48 months)	
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
Participate in rhyming and rhythmic experiences with books and other media, learning words and refrains well enough to repeat them and fill in missing words and sounds.	LC 7-3 Develops Phonemic Awareness
Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.	LC 7-3 Develops Phonemic Awareness
Identify sounds and words in their daily environment.	LC 7-3 Develops Phonemic Awareness
Older Preschoolers (45 to 60+ months)	
Show joy in playing with the sounds of language, repeating songs, poems, finger plays, and rhymes, occasionally adding their own rhymes.	LC 7-3 Develops Phonemic Awareness
Demonstrate the ability to hear individual parts of words and separate the parts using clapping, finger snapping, or other movement (e.g., clapping out each syllable of pup-py, di-no-saur).	LC 7-3 Develops Phonemic Awareness
Repeat familiar songs, rhymes, and phrases from favorite storybooks.	LC 7-3 Develops Phonemic Awareness
Discriminate sounds in spoken language, recognizing rhyming sounds and the first sounds in some words.	LC 7-3 Develops Phonemic Awareness
Listen and respond to conversations with adults and other children during play.	LC 7-6 Learns Conversation Structure
Listen attentively to books and stories.	LKS 8-1 Develops Early Literacy
CLL-8: Through their explorations, play, and social interactions children	

develop knowledge of letters and the alphabetic principle.	
Infants (Birth -12 months)	
Emerging	
Younger Toddlers (8-21 months)	
May point to print (such as their name) in everyday interactions.	LKS 8-3 Develops Emergent Reading
Older Toddlers (18-36 months)	
Demonstrate an interest in letters by asking about and/or naming letters they encounter on objects in their environment (recognizing the big M on the McDonalds sign).	LKS 8-3 Develops Emergent Reading
Younger Preschoolers (33-48 months)	
Demonstrate interest in learning the alphabet. (Draw abstract symbols on paper and ask adult, "What does this say?")	LKS 8-2 Develops Alphabetic Knowledge
Recognize and name some letters of the alphabet, especially those in their own name (may initially think all words starting with the first letter in their name IS their name).	LKS 8-3 Develops Emergent Reading
Recognize that letters of the alphabet as a special category of print, different from pictures, shapes, and numerals.	LKS 8-3 Develops Emergent Reading
Older Preschoolers (45 to 60+ months)	
Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.	LKS 8-2 Develops Alphabetic Knowledge
Recognize and name at least half of both upper and lower-case letters of the alphabet, including those in their own name and other words that are the most meaningful to them.	LKS 8-2 Develops Alphabetic Knowledge
Make some sound-to-letter matches, using letter name knowledge. (Notice the letter "b" with a ball and say, "ball," say, "a-a-apple.")	LKS 8-2 Develops Alphabetic Knowledge
Associate sounds with the letters at the beginning of some words, such as awareness that two words begin	LKS 8-2 Develops Alphabetic Knowledge

with the same letter and the same sound.	
Foundations for Writing	
CLL-9: Through their explorations, play, and social interactions, children use writing and drawing as means of communication.	
Infants (Birth -12 months)	
Make random marks with safe, simple writing tools with the support of a caregiver.	LKS 9-1 Develops Emergent Writing
Younger Toddlers (8-21 months)	
Make marks, scribble, and paint (cover easel paper with big crayon or paint marks, make marks with marker or crayon).	LKS 9-1 Develops Emergent Writing
Older Toddlers (18-36 months)	
Pretend to write in ways that mimic adult writing (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 (33-48 months)	
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
Communicate their thoughts for an adult to write, with prompting and support.	LKS 9-1 Develops Emergent Writing
Engage in writing behaviors that imitate real-life situations (make marks to take food order during pretend restaurant play).	LKS 9-1 Develops Emergent Writing
Explore typing letters on keyboard or other electronic device.	CS 13-3 Learns Using Technology
Older Preschoolers (45 to 60+ months)	
Represent thoughts and ideas in drawings and by writing letters or letter-like forms.	LKS 9-1 Develops Emergent Writing
Demonstrate understanding that their spoken words can be represented	LKS 9-1 Develops Emergent Writing

with written letters or symbols as they dictate their thoughts, stories, and experiences for an adult to write.	
Independently engage in writing behaviors for various purposes (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
Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, computers and other electronic devices.	LKS 9-1 Develops Emergent Writing
CLL-10: Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.	
Infants (Birth -12 months)	
Watch as others write and draw.	LKS 9-1 Develops Emergent Writing
Younger Toddlers (8-21 months)	
Hold marker or crayon with the fist.	LKS 9-1 Develops Emergent Writing
Dot or scribble with crayons, and other materials; may progress to vertical lines, marks, or other forms of expression.	LKS 9-1 Develops Emergent Writing
Older Toddlers (18-36 months)	
Explore a variety of tools that can be used for writing and transition from holding a crayon or marker in their fist to holding it between thumb and forefinger.	LKS 9-1 Develops Emergent Writing
Scribble and/or imitate an adult's marks with markers, crayons, paints, etc.	LKS 9-1 Develops Emergent Writing
Younger Preschoolers (33-48 months)	
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
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

Play with writing letters and making letter-like forms, using letters and letter-like marks to write their name.	LKS 9-1 Develops Emergent Writing
Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a book or where multiple letters are present).	LKS 9-1 Develops Emergent Writing
Older Preschoolers (45 to 60+ months)	
Use a variety of writing tools and materials with increasing precision.	LKS 9-1 Develops Emergent Writing
Use drawing to represent their ideas and begin to use some recognizable letters and approximations of letters to attempt to write some familiar words and communicate a message.	LKS 9-1 Develops Emergent Writing
Attempt to write their own name using a variety of materials (crayons, markers, in sand or shaving cream).	LKS 9-1 Develops Emergent Writing
Try to connect the sounds in spoken words with letters in the written word. (Write “M” and say, “This is Mommy.”)	LKS 9-1 Develops Emergent Writing
Use environmental print (such as signs, labels on food, and general print around them) to help in their writing, and ask adults for help in writing messages, lists, and stories.	LKS 9-1 Develops Emergent Writing
Learning New Languages	
CLL-11: Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language.	
Infants (Birth -12 months)	
Emerging as infants listen to the sounds of their home language and other languages they hear.	LC 7-1 Develops Receptive Communication
Younger Toddlers (8-21 months)	
Emerging as young toddlers listen to and repeat the sounds of their home language and other languages they hear.	LC 7-1 Develops Receptive Communication LC 7-2 Develops Expressive Communication

Older Toddlers (18-36 months)	
Emerging as older toddlers listen to and repeat the sounds and simple words of their home language and other languages they hear.	LC 7-1 Develops Receptive Communication LC 7-2 Develops Expressive Communication
Younger Preschoolers (33-48 months)	
Listen to peers and adults speaking in other languages to learn new information and show some understanding of the new language.	LC 7-1 Develops Receptive Communication LC 7-4 Expands Vocabulary
Engage in nonverbal communication with those who speak a language other than their native language.	LC 7-1 Develops Receptive Communication
Use simple words and phrases in a language other than their home language to communicate with adults and other children.	LC 7-2 Develops Expressive Communication LC 7-4 Expands Vocabulary LC 7-6 Learns Conversation Structure
Older Preschoolers (45 to 60+ months)	
Name at least one example of a language other than their home language.	LC 7-2 Develops Expressive Communication
Say simple greetings in another language, such as “hola” (“hello” in Spanish) and “adios” (“goodbye” in Spanish) or use sign language to express a greeting.	LC 7-2 Develops Expressive Communication LC 7-4 Expands Vocabulary
Play with sounds and intonation of new languages as well as their home language.	LC 7-2 Develops Expressive Communication
Identify names of common objects in the environment in a language other than their home language.	LC 7-4 Expands Vocabulary

Cognitive Development Domain (CD)	
Construction of Knowledge: Thinking and Reasoning	
CD-1: Through their explorations, play, and social interactions, children use their senses to discover and construct knowledge about the world around them.	
Infants (Birth -12 months)	

Discover the world around them by actively exploring objects (putting toys in mouth, watching, waving, banging objects, dumping, picking up and dropping objects).	CS 13-1 Explores Objects
Turn head or move toward sounds.	ATL 1-4 Is Curious
Notice consequences of their actions (open and shut cabinet door, drop Cheerios and watch them fall).	CS 13-1 Explores Objects
Younger Toddlers (8-21 months)	
Actively explore objects by handling them in many ways (moving, carrying, filling, pouring, smelling, and putting in mouth).	CS 13-1 Explores Objects
Explore space with their bodies (fit self into large box, crawl under table, climb over objects).	CM 12-2 Develops Spatial Awareness
Link actions together in simple combinations (put cover on pot, put doll in crib and rock).	CS 14-1 Solves Problems
Older Toddlers (18-36 months)	
Explore and experiment with objects and materials to learn about their properties.	CS 13-1 Explores Objects
Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, funnel).	CS 13-1 Explores Objects
Put together multiple combinations of actions and objects (put toothpaste on brush and brush teeth).	CS 14-1 Solves Problems
Share simple concepts they have discovered 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).	LC 7-2 Develops Expressive Communication
Younger Preschoolers (33-48 months)	
Intentionally explore and investigate objects, tools, and materials to learn about their properties (weigh an object, observe something from the top and from the bottom).	CS 13-1 Explores Objects
Share something they have discovered through their senses using play, art, language, and other	LC 7-2 Develops Expressive Communication

forms of representation. ("This smells like the flower at Grandma's.")	
Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail).	CS 13-2 Classifies or Sorts Objects
Older Preschoolers (45 to 60+ months)	
Intentionally explore objects, tools, and materials and make simple comparisons about their properties (compare the weight of two objects on a balance scale).	CS 13-1 Explores Objects
Express knowledge gathered through their senses using play, art, language, and other forms of representation in a way that communicates their thoughts to others (dance like a thunderstorm).	LC 7-2 Develops Expressive Communication
Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a make-believe story was not real).	ATL 1-6 Thinks with Creativity & Flexibility
Organize and use information through matching, grouping, and sequencing.	CS 13-2 Classifies or Sorts Objects
CD-2: Through their explorations, play, and social interactions, children recall information and apply it to new situations and problems.	
Infants (Birth -12 months)	
Search for objects that they saw someone hide or that are partially hidden.	ATL 1-2 Develops Memory
Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on parent's shoulder when new person comes near).	ATL 1-4 Is Curious
Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle).	ATL 2-1 Understands Routines
Repeat an action to make something happen again or to reach a goal (make sounds when music stops,	ATL 1-3 Is Persistent

bounce up and down to get adult to continue “horsey ride”).	
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 (8-21 months)	
Search in several places where an object has been hidden recently	ATL 1-2 Develops Memory
Notice a change in familiar objects, places, or events (reach to touch hair when parent comes home with new haircut, look for furniture that was moved).	ATL 1-2 Develops Memory
Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, “water” plants with pitcher).	ATL 2-1 Understands Routines
Explore how things work and how to cause an effect by performing actions time after time, such as repeatedly pushing the button to make the character pop out of the toy.	ATL 1-3 Is Persistent
Try a number of solutions to everyday challenges or problems until finding a strategy that works. May repeat a strategy even if it is not working.	ATL 1-3 Is Persistent
Imitate behaviors they have seen in the past or in other places.	ATL 1-2 Develops Memory
Identify objects and people in pictures by pointing or looking.	ATL 1-2 Develops Memory
Use simple pretend play actions (pretend to sleep and eat).	ATL 1-6 Thinks with Creativity & Flexibility
Older Toddlers (18-36 months)	
Search for objects in several places, even when not seen recently.	ATL 1-2 Develops Memory
Show they remember people, objects, and events (tell about them, act them out, point out similar happenings).	ATL 1-2 Develops Memory
Show they remember the order in which familiar events happen (finish a phrase in a story or song, get ready to go outdoors after snack).	ATL 1-2 Develops Memory

Try multiple times to cause an effect or solve challenging problems, combining actions and behaviors used before. (ask another child to help remove a lid with them after trying unsuccessfully themselves).	ATL 1-3 Is Persistent
Repeat simple problem solving strategies to find solutions to everyday problems.	ATL 1-3 Is Persistent
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
Perform more complex action after watching an adult (activate sound from toy, open a latch).	SED 5-2 Learns from Adults
Younger Preschoolers (33-48 months)	
Recognize whether a picture or object is the same as or different from something they have seen before.	ATL 1-2 Develops Memory
Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus).	ATL 1-2 Develops Memory
Describe or act out a memory or a situation or action, with adult support.	ATL 1-2 Develops Memory
Express expectations based on past experiences ("We brush our teeth after we eat.")	CS 14-2 Makes Predictions
Make predictions about what will happen using what they know.	CS 14-2 Makes Predictions
Use multiple strategies to solve problems, including trial and error, simple tools, or asking for help (try to fix a broken toy by taping it back together).	CS 14-1 Solves Problems
Introduce ideas or actions in play based on previous knowledge or experience.	ATL 1-2 Develops Memory
Ask questions about why things happen to build their understanding of the cause and effect.	CS 14-1 Solves Problems
Older Preschoolers (45 to 60+ months)	

Demonstrate their ability to apply what they know about everyday experiences to new situations.	ATL 1-2 Develops Memory
Describe past events in order, including details or personal reactions.	ATL 1-2 Develops Memory
Describe how a past event relates to something happening currently or in the future. ("We found worms at Grandpa's, too!")	ATL 1-2 Develops Memory
Make predictions about what will happen and explain their thinking.	CS 14-2 Makes Predictions
Try to solve problems they have solved in the past in new ways, using what they have learned.	CS 14-1 Solves Problems
Introduce detailed or complex ideas or actions into play, based on previous knowledge or experience.	CS 14-1 Solves Problems
Use reasoning to come to conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses.	CS 14-4 Draws Conclusions and Sorts Results
CD-3: Through their explorations, play, and social interactions children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.	
Infants (Birth -12 months)	
Show awareness of others' reactions to people, objects, and events.	SED 6-1 Builds Empathy
Show awareness of another person's actions by establishing joint attention (look at an object, then at caregiver, and back at object).	SED 6-1 Builds Empathy
Younger Toddlers (8-21 months)	
Show awareness of others' feelings about things by looking to see how they react.	SED 6-1 Builds Empathy
Show awareness of another person's actions and intentions by imitating actions or looking to adult to meet another's need.	SED 6-1 Builds Empathy
Older Toddlers (18-36 months)	

Notice and respond to others' feelings and behaviors (hand a toy to another child as a play invitation).	SED 6-1 Builds Empathy SED 6-3 Cooperates with Peers
Observe and imitate adult actions and adjusts interactions based on those observations (after seeing adult set table, put napkins on table).	SED 5-2 Learns from Adults
Use words like "think," "remember," and "pretend."	LC 7-4 Expands Vocabulary
Talk about what they and other people want or like.	SED 6-3 Cooperates with Peers
Younger Preschoolers (33-48 months)	
Use language to identify pretend or make-believe situations. ("Let's pretend we're going on a trip.")	ATL 1-6 Thinks with Creativity & Flexibility
Use words like "think" and "know" to talk about thoughts and beliefs.	ATL 1-6 Thinks with Creativity & Flexibility
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
Older Preschoolers (45 to 60+ months)	
Compare differences between pretend and real experiences; use language to identify pretend or make-believe situations. ("That's a pretend story.")	ATL 1-6 Thinks with Creativity & Flexibility
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
Use language to describe their thinking processes with adult support.	CS 14-4 Draws Conclusions and Sorts Results
Explain how they draw conclusions based on evidence they have gathered.	CS 14-4 Draws Conclusions and Sorts Results
Mathematical Thinking and Expression	
CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.	
Infants (Birth -12 months)	

Indicate they want “more” with signs, sounds, or looks.	CM 11-1 Learns Measurement and Quantities
Show interest in obvious differences in quantity by looking at or reaching for objects (reach for a basket with three balls rather than a basket with one ball).	CM 11-1 Learns Measurement and Quantities
Younger Toddlers (8-21 months)	
Use words or actions that show understanding of the concepts of “more” and “all” (ask for more food, stop asking for more blocks when told they have “all” of the blocks).	CM 11-1 Learns Measurement and Quantities
Explore quantity (filling and dumping containers).	CM 11-1 Learns Measurement and Quantities
Recognize the difference between two small sets of objects (6 or under) that include a different number of objects (point to which set of crayons has more).	CM 11-1 Learns Measurement and Quantities
Older Toddlers (18-36 months)	
Use words or actions that show understanding of the concepts of “more,” “all,” as well as “none” (become upset when told there is no more play dough).	CM 11-1 Learns Measurement and Quantities
Count to 5 with the support of an adult.	CM 10-1 Begins Counting
Understand the meaning of “one.”	CM 10-1 Begins Counting
Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car).	CM 10-1 Begins Counting
Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls).	CM 10-2 Builds and Observes Sets
Younger Preschoolers (33-48 months)	
Rote count by ones to 10 with increasing accuracy.	CM 10-1 Begins Counting
Count up to 5 objects arranged in a line using one-to-one correspondence with increasing	CM 10-1 Begins Counting

accuracy, and answer the question "How many?"	
Compare two groups (containing up to 5 objects each) and compare them in terms of more, less, fewer, or equal.	CM 10-2 Builds and Observes Sets
Show they understand that adding objects to a group will make a bigger group and taking away objects will make a smaller group.	CM 10-3 Learns Addition, Subtraction and Division
Older Preschoolers (45 to 60+ months)	
Rote count by ones to 20 with increasing accuracy.	CM 10-1 Begins Counting
Look at a group of up to 5 objects and quickly see and say or sign the number of objects.	CM 10-2 Builds and Observes Sets
With guidance and support, match numerals 1-5 to sets of objects.	CM 10-2 Builds and Observes Sets
Count the number of items in a group of up to 10 objects and know that the last number tells how many	CM 10-1 Begins Counting
Use fingers, objects, and drawings to show adding and taking away up to 5.	CM 10-3 Learns Addition, Subtraction and Division
Explore simple addition with support. (When adding a group of 3 and a group of 2, counts, keeping track on fingers, "One, two, three..." and then counts on, "Four, five!")	CM 10-3 Learns Addition, Subtraction and Division
Verbally count backward from 5 using fingers and use that skill to subtract a given number. (When asked how many would be left if we took 2 fingers away, counts, "Five, four, three!")	CM 10-3 Learns Addition, Subtraction and Division
Recognize numerals up to 10 and attempt to write them during play and daily activities.	CM 10-4 Reads and Writes Numbers
Use and understand the terms "first" through "fifth" and "last" in their play and daily activities. ("The engine is first, and the caboose is last.")	CM 10-1 Begins Counting
CD-5: Through their explorations, play, and social interactions, children demonstrate concepts about position,	

as well as identify and describe simple geometric shapes.	
Infants (Birth -12 months)	
Discover different shapes by exploring (put rings in mouth, roll balls).	CM 12-1 Learns Shapes & Sizes
Attempt to put objects into other objects (put blocks into a bucket).	CM 12-2 Develops Spatial Awareness
Younger Toddlers (8-21 months)	
Explore space with their bodies (fit self into large box, crawl under table, climb over low walls).	CM 12-2 Develops Spatial Awareness
Put basic shapes into a shape sorter using trial and error.	CM 12-2 Develops Spatial Awareness
Match square shapes and circle shapes.	CM 12-1 Learns Shapes & Sizes
Older Toddlers (18-36 months)	
Respond to and begin to use words describing positions (in, on, over, under, etc.).	CM 12-2 Develops Spatial Awareness
Name or match a few shapes.	CM 12-1 Learns Shapes & Sizes
Stack or line up blocks that are the same shape.	CM 12-1 Learns Shapes & Sizes
Younger Preschoolers (33-48 months)	
Demonstrate and begin to use the language of the relative position of objects in the environment and play situations, such as up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to.	CM 12-2 Develops Spatial Awareness
Build and describe 2- dimensional shapes, such as making circles and triangles with blocks and play dough.	CM 12-1 Learns Shapes & Sizes
Find shapes in the environment and describe them in his/her own words.	CM 12-1 Learns Shapes & Sizes
Older Preschoolers (45 to 60+ months)	
Create 2-dimensional shapes and 3-dimensional structures to create symmetry (are the same on both sides) or to represent real-world objects. ("We are building a castle and we need a round block for the tunnel.")	CM 12-1 Learns Shapes & Sizes

Name basic shapes, such as circle, triangle, square, and rectangle, and describe their characteristics using 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
Recognize that a shape remains the same shape when it changes position.	CM 12-2 Develops Spatial Awareness
Take a shape apart to make new shapes, such as finding two triangles in a square.	CM 12-2 Develops Spatial Awareness
CD-6: Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects.	
Infants (Birth -12 months)	
Discover objects of different sizes and weights by exploring (put toys in mouth, pick up large objects).	CS 13-1 Explores Objects
Younger Toddlers (8-21 months)	
Participate in activities that compare the size and weight of objects.	CS 13-2 Classifies or Sorts Objects
Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area).	CS 13-2 Classifies or Sorts Objects
Older Toddlers (18-36 months)	
Use size and amount words to label objects, people, and collections (big truck, a lot of cookies, little baby).	CS 13-2 Classifies or Sorts Objects
Group objects into categories (cars with cars, plates separated from cups).	CS 13-2 Classifies or Sorts Objects
Recognize objects that are different but go together (such as shovel and pail or cup and plate).	CS 13-2 Classifies or Sorts Objects
Younger Preschoolers (33-48 months)	
Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale).	CM 11-1 Learns Measurement and Quantities

Compare the size or weight of two objects and identify which one is longer/taller/heavier than the other. ("That rock is heavier than this one; I can't lift it." "A cow is bigger than a cat.")	CM 11-1 Learns Measurement and Quantities
Identify familiar objects as the same or different.	CS 13-2 Classifies or Sorts Objects
Sort familiar objects into categories with increasing accuracy (tools for woodworking and utensils for cooking; rectangle blocks on one shelf and square blocks on another shelf).	CS 13-2 Classifies or Sorts Objects
Recognize simple repeating patterns and attempt to create them during play (repeat a movement pattern during a song, make a line of blocks in alternating colors).	CM 11-2 Understands Patterns
Older Preschoolers (45 to 60+ months)	
Identify and use measurements tools, such as ruler, scales, measuring cups, thermometer, clock, as well as non-standard objects (measure length of shadow using shoes).	CM 11-1 Learns Measurement and Quantities
Directly compare more than two objects by size, length, or weight. ("That rock is heavier than these others; I can't lift it." Look at three strings that are different lengths and select the longest string).	CM 11-1 Learns Measurement and Quantities
Sort a group of up to 10 objects using two attributes (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and color).	CS 13-2 Classifies or Sorts Objects
Arrange up to 5 objects in order according to characteristics or attributes, such as height (put 4 water toys in order from shortest to tallest).	CS 13-2 Classifies or Sorts Objects
Sort objects onto a large graph according to one attribute, such as size, shape, or color and name the category that has the most, least.	CS 13-2 Classifies or Sorts Objects
Identify, repeat, extend, and describe a simple pattern in the context of play or daily activities, routines, play, or in	CM 11-2 Understands Patterns

nature. (“Look, that zebra has a white stripe, black stripe, white stripe, black stripe!”)	
CD-7: Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems.	
Infants (Birth -12 months)	
Differentiate primary caregiver from others	SED 5-1 Bonds with Adults
Younger Toddlers (8-21 months)	
Begin to cluster objects that share physical similarities (i.e. balls grouped together and blocks grouped together).	CS 13-2 Classifies or Sorts Objects
Match relational parts, such as a teapot and its’ lid or a pan with a spoon to stir.	CS 13-2 Classifies or Sorts Objects
Older Toddlers (18-36 months)	
Use observation and emerging counting skills (1, 2, 3) during play and other daily activities.	CM 10-1 Begins Counting
Match objects by shape, color, or size.	CS 13-2 Classifies or Sorts Objects
Match object to picture of object.	CS 13-2 Classifies or Sorts Objects
Match objects that have the same function (a brush and a comb or a bowl and a plate).	CS 13-2 Classifies or Sorts Objects
Younger Preschoolers (33-48 months)	
Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block).	CM 11-1 Learns Measurement and Quantities
Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area).	CM 11-1 Learns Measurement and Quantities
Use drawing and concrete materials to represent mathematical ideas (draw many circles to show “lots” of	CM 11-1 Learns Measurement and Quantities

people, put Popsicle® sticks in a pile to show the number of children who want crackers for snack).	
Older Preschoolers (45 to 60+ months)	
Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies.	CS 13-1 Explores Objects
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 11-1 Learns Measurement and Quantities CM 10-3 Learns Addition, Subtraction and Division
Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack differently colored blocks to represent classmates’ answers to a survey question).	CM 11-1 Learns Measurement and Quantities
Begin to explain how a mathematical problem was solved. (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”)	CM 11-2 Understands Patterns CM 11-1 Learns Measurement and Quantities
Gather mathematical information (quantity, measurement of objects, etc.) to answer questions of interest.	CM 11-1 Learns Measurement and Quantities CM 10-3 Learns Addition, Subtraction and Division CM 12-1 Learns Shapes & Sizes
Scientific Exploration and Knowledge	
CD-8: As a result of their explorations and participation in simple investigations through play, children observe, describe characteristics of, and demonstrate respect for living things, the environment, and the physical world.	
Infants (Birth -12 months)	
Show curiosity and explore the natural world using all their senses	CS 15-1 Explores the Natural Environment

(rub hands over grass, lift face to feel wind, pat family dog, splash water)	
Younger Toddlers (8-21 months)	
Show curiosity in observing and exploring the natural world indoors and outdoors with focus, using all senses (notice and play with rocks brought in from a walk, smell flowers, catch falling snow, shuffle through leaves).	CS 15-1 Explores the Natural Environment
Point to objects and actions they find interesting in the world around them.	CS 15-1 Explores the Natural Environment
Collect groups of items (put rocks and pinecones in a bucket).	CS 15-1 Explores the Natural Environment
Older Toddlers (18-36 months)	
Show curiosity and investigate the world of nature indoors and outdoors (roll in the grass, scratch frost on window).	CS 15-1 Explores the Natural Environment
Help adult with the care of living things (water plants, feed classroom pet).	CS 15-2 Develops an Understanding of and Care for the Natural World
Cause toys they are playing with to move and provide simple descriptions. ("My train go fast!")	CS 13-1 Explores Objects
Collect items that may share an attribute	CS 13-2 Classifies or Sorts Objects
Classify things into groups but may overgeneralize (call all small animals "puppies").	CS 13-2 Classifies or Sorts Objects
Use one word descriptions (hot, soft, bumpy).	CS 13-2 Classifies or Sorts Objects
Observe and choose simple clothing for weather (mittens and boots when snowy).	CS 15-2 Develops an Understanding of and Care for the Natural World
Younger Preschoolers (33-48 months)	
Demonstrate interest in the natural world and the outdoor environment (plays in dirt and sand, ask questions about things seen outdoors).	CS 15-1 Explores the Natural Environment
Participate in activities that help to care for the environment, with guidance and support (picks up trash, recycle paper).	CS 15-2 Develops an Understanding of and Care for the Natural World

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
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
Investigate the effect they can have on motion (push, pull, build ramp for a toy car with blocks, put foot in the path of moving toy).	CS 13-1 Explores Objects
Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens).	CS 13-1 Explores Objects
Compare and sort objects or materials according to one or more attributes.	CS 13-2 Classifies or Sorts Objects
Observe and state simple weather patterns (sunny, rainy, cloudy, snowy).	CS 15-2 Develops an Understanding of and Care for the Natural World
Older Preschoolers (45 to 60+ months)	
Demonstrate respect, wonder and appreciation for the environment by participating in activities that help to care for the environment. With support explain that their actions and actions of others can change the environment (gathering cans for recycling, planting trees).	CS 15-1 Explores the Natural Environment
Take responsibility for the care of living things (independently feed pet as daily chore, water plant when leaves drop, help weed vegetable garden).	CS 15-2 Develops an Understanding of and Care for the Natural World
Describe basic things plants and animals need to live and grow (sunlight, water, food). Identify changes that take place over time.	CS 15-2 Develops an Understanding of and Care for the Natural World
Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).	CS 13-2 Classifies or Sorts Objects
Provide simple rationale for future movement and speed of an object based on past experience. ("Last	CS 13-1 Explores Objects

time I made the ramp really high the marble went really fast.”)	
Observe and use words to describe physical changes and their possible causes, such as solid turning to liquid.	CS 13-1 Explores Objects
Sort objects or materials by attributes and describe the attributes used to sort (size, color, shape, sound).	CS 13-2 Classifies or Sorts Objects
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-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.	
Infants (Birth -12 months)	
Gather information through sight, hearing, taste, smell, and touch.	CS 13-1 Explores Objects
Explore body movements to make something happen (kick a mobile).	CS 13-1 Explores Objects
Use multiple senses to focus intently on objects, displays, materials, or events.	CS 13-1 Explores Objects
Younger Toddlers (8-21 months)	
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
Manipulate objects to make things happen (kick a ball, push a button on a toy) and delight in repeating and seeing similar results.	CS 13-1 Explores Objects
Explore objects and materials, handling them in many ways to discover more things they can do with them (moving, carrying, filling, dumping, squishing and pounding wet sand).	CS 13-1 Explores Objects
Say, “Look!” for others to share in discoveries.	CS 13-1 Explores Objects
Older Toddlers (18-36 months)	

Make simple scribbles, sounds, or movements to describe what they are seeing and experiencing.	CS 13-1 Explores Objects
Use simple tools to investigate objects (magnifying glass, ramps for rolling balls, or spoon for digging) or to obtain a desired object (i.e. ruler to guide ball back from under shallow cabinet).	CS 13-1 Explores Objects
Try out different materials to create a structure.	CS 13-1 Explores Objects
Investigate differences between materials (sand, water, "goop," moving air).	CS 13-1 Explores Objects
Notice and comment on changes in materials when mixing and manipulating (paint, playdough, food ingredients).	CS 13-1 Explores Objects
Ask, "What's that?"	CS 13-1 Explores Objects
Younger Preschoolers (33-48 months)	
Represent what they learn during scientific exploration through simple drawings, building, movement, or other methods, with adult support.	CS 14-4 Draws Conclusions and Sorts Results
Use simple tools and measuring devices, such as balance scales, sifter, and rulers to explore the environment, with guidance and support.	CS 13-1 Explores Objects
Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.).	CS 13-1 Explores Objects
State a purpose when constructing something new. ("I'm gonna build a bridge for my dump truck.")	CS 14-3 Makes Plans
Test a variety of materials and configurations to design an end product.	CS 14-3 Makes Plans
Ask questions to find out more about the natural world.	CS 14-2 Makes Predictions
With adult support, make simple predictions about what will happen next	CS 14-2 Makes Predictions
Use simple descriptions and scientific vocabulary during experiments and	CS 14-4 Draws Conclusions and Sorts Results

experiences, with adult prompting and support (describe changes taking place while mixing, and using words such as “question,” “experiment,” and “measure”).	
Older Preschoolers (45 to 60+ months)	
Represent what they learn during their scientific explorations through drawing, 3-D models, diagrams, movement, or other methods.	CS 14-4 Draws Conclusions and Sorts Results
Identify the five senses as ways they can learn more about the world and uses their senses to do so.	CS 13-1 Explores Objects
Use an increasing variety of tools to investigate the world around them, solve problems, and complete tasks, extending what they can observe and do through their senses alone (measuring tools, magnifying glasses, balance, prism, droppers).	CS 13-1 Explores Objects
Compare objects, materials, and phenomena by observing and describing their physical characteristics.	CS 13-1 Explores Objects
Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens).	CS 14-3 Makes Plans
Make predictions, providing a rationale based on past experiences and then carry out simple investigations to test their predictions. Gather data and communicate simple conclusions (with adult support, predict which objects will sink or float, make two column chart labeled by picture of object sinking and another floating, and draw the objects in appropriate columns after observing which ones sink).	CS 14-2 Makes Predictions
Follow a simple visual plan or model to construct something new.	CS 14-3 Makes Plans
Make adjustments to their constructions or creations to improve function, stability, or appearance.	CS 14-4 Draws Conclusions and Sorts Results

Use scientific process words (predict, experiment, compare, measure) and scientific content words (plant, animal, magnet, weather) in discussions during science experiences.	
Use the computer and other technology, if available, to explore how their actions can cause an effect.	CS 13-3 Learns Using Technology
Social Studies, Family, and Community Connections	
CD-10: Through their explorations, play, and social interactions children demonstrate an understanding of relationships, roles and what it means to be a participating member of their families and the diverse groups and communities they belong to.	
Infants (Birth -12 months)	
Observe actions of children, adults, animals, and objects nearby.	ATL 1-1 Is Attentive
Seek out parents, siblings, and caregivers for play and for meeting needs.	SED 5-1 Bonds with Adults SED 6-2 Bonds with Peers
Express enjoyment or show preference for familiar people with sounds, expressions, and/or movement.	SED 5-1 Bonds with Adults SED 6-2 Bonds with Peers
Younger Toddlers (8-21 months)	
Imitate routine actions of their caregivers (rock a baby doll, push a lawnmower, "read" a magazine).	SED 5-2 Learns from Adults
Know whom they can go to for help and emotional 'refueling,' (periodically seeking out primary caregiver before going back to play with peers).	SED 5-1 Bonds with Adults
Bring toys to share with primary caregiver.	SED 5-2 Learns from Adults
Recognize children and others they spend a lot of time with (make sounds, say name).	SED 5-1 Bonds with Adults SED 6-2 Bonds with Peers
Sit next to another child when playing with own toys.	SED 6-2 Bonds with Peers
Older Toddlers (18-36 months)	

Intently watch and imitate other children and adults (try to swing a plastic bat they have seen an older child use).	SED 6-3 Cooperates with Peers SED 5-2 Learns from Adults
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
Talk about what others do during the day. ("Mommy at work. Gramma at home.")	SS 16-4 Learns about Community Roles and Jobs
Help with daily routines (put napkins out for lunch).	ATL 2-1 Understands Routines
Seek out familiar playmates to sit next to when playing.	SED 6-2 Bonds with Peers
Younger Preschoolers (33-48 months)	
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
Adopt roles of family and community members during play, given support and realistic props.	SS 16-4 Learns about Community Roles and Jobs
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
With prompting and support, participate as a member of a group, such as a classroom community (vote for name of class pet, wait turn to paint when easels are full).	SS 16-4 Learns about Community Roles and Jobs
Talk about "fairness" and demonstrate a willingness to take turns and share with others.	ATL 2-2 Shows Responsibility
Older Preschoolers (45 to 60+ months)	
Talk about a wide circle of family members and other people important to the family, their relationships to each other, and their shared experiences.	SS 16-4 Learns about Community Roles and Jobs
Adopt roles of a wide variety of family and community members during dramatic play, using props, language,	SS 16-4 Learns about Community Roles and Jobs

and actions in a way that demonstrates their understanding of the roles.	
Identify themselves as individuals and as belonging to a family, as well as other groups such as their preschool class or faith community).	SED 4-1 Develops Awareness of Self
View themselves as contributing members of various groups with both rights and responsibilities (share, take turns, follow rules, take responsibility for simple jobs).	ATL 2-2 Shows Responsibility
Participate in creating and following expectations/rules and routines.	ATL 2-2 Shows Responsibility ATL 2-1 Understands Routines
Demonstrate confidence in expressing individual opinions and thoughts, while respecting those of others.	SED 4-2 Becomes Confident
CD-11: Through their explorations, play, and social interactions children identify and demonstrate appreciation of similarities and differences between themselves and others.	
Infants (Birth -12 months)	
Notice faces and facial features.	ATL 1-1 Is Attentive
Notice differences between primary caregivers and others.	SED 5-1 Bonds with Adults
Respond differently to adults and children.	SED 5-1 Bonds with Adults SED 6-2 Bonds with Peers
Younger Toddlers (8-21 months)	
Compare their own physical features with those of others by looking and touching	SED 4-1 Develops Awareness of Self
Explore similarities and differences among people by listening to their voices, feeling their hair, touching their faces, and watching their expressions.	ATL 1-4 Is Curious
Older Toddlers (18-36 months)	
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
Show awareness of similarities and differences among people and	SS 16-4 Learns about Community Roles and Jobs

families by taking on different roles during play	
Younger Preschoolers (33-48 months)	
Show acceptance of people who are different from themselves as well as people who are similar.	SED 6-1 Builds Empathy
Explore differences in backgrounds and traditions during play and planned activities, given support and guidance (try on various traditional outfits in the dramatic play area).	SS 16-1 Explores Cultures
Older Preschoolers (45 to 60+ months)	
Name several similarities and differences between themselves and others as well as benefits of those similarities and differences.	SED 4-1 Develops Awareness of Self
Show acceptance of differences through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.).	SED 6-1 Builds Empathy
Demonstrate an understanding that there are diverse families and backgrounds and all have value (talk positively about how other children have different family structures than their own; share family traditions/routines, ask questions to learn about the traditions of others).	SS 16-1 Explores Cultures
Demonstrate respect for the thoughts and opinions of others, even when different from their own.	SED 6-1 Builds Empathy
Creative Arts and Expression	
CD-12: Children engage in a variety of creative activities for enjoyment and self-expression including play, visual arts, music, expressive movement, and drama.	
Infants (Birth -12 months)	
Explore sensory properties of art media (smear paint, pat and pound dough).	CCA 21-1 Explores Art Media
Use toys and household objects in a variety of different ways during play	ATL 1-6 Thinks with Creativity & Flexibility

(wave, then scrunch, then throw a scarf).	
Imitate and make a variety of sounds with simple instruments, toys, and their own voice.	CCA 21-2 Explores Music
Express feelings, such as joy by moving their bodies (kick feet when excited, hug soft toy).	SED 3-1 Expresses Emotion
Younger Toddlers (8-21 months)	
Explore art materials freely (make marks, squeeze clay, tear paper).	CCA 21-1 Explores Art Media
Use hats and clothes for dress-up make-believe.	CCA 21-4 Participates in Dramatic Play
Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle).	CCA 21-2 Explores Music
Move to music in their own way (such as swaying to music with feet wide apart).	CCA 21-3 Explores Movement and Dance
Older Toddlers (18-36 months)	
Experiment and create 2D and 3D art with clay, crayons, markers, paint, and collage materials.	CCA 21-1 Explores Art Media
Create representations of familiar objects and scenes using play materials, language, scribbles and other actions.	CCA 21-1 Explores Art Media
Make up simple nonsense songs, sign, chant, and move to music (twirl around and fall down, "march" by lifting knees high).	CCA 21-2 Explores Music
Talk or sing to themselves for comfort or enjoyment and express ideas and feelings through music and movement.	CCA 21-3 Explores Movement and Dance
Younger Preschoolers (33-48 months)	
Explore the properties of art materials and use them for constructing, painting, drawing, and sculpting.	CCA 21-1 Explores Art Media
Choose to participate and use visual art, music, movement, and dramatic play to communicate and express feelings, ideas, and experiences.	CCA 21-2 Explores Music CCA 21-1 Explores Art Media CCA 21-3 Explores Movement and Dance CCA 21-4 Participates in Dramatic Play

Show creativity and imagination when using materials, singing, moving, and assuming roles during pretend play.	CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance CCA 21-4 Participates in Dramatic Play
Use words and actions to imitate a variety of familiar stories, roles, and new understandings from topics of study (set up a store in the dramatic play area and act out roles of shopkeeper and customer).	CCA 21-4 Participates in Dramatic Play
Show awareness of different musical instruments, and rhythms, as they make music or participate in music activities.	CCA 21-2 Explores Music
Show awareness of various patterns of beat, rhythm, and movement through music and movement activities.	CCA 21-2 Explores Music CCA 21-3 Explores Movement and Dance
Explore ways to move imaginatively with and without music, such as stretching, galloping, twisting, bending, swaying, marching, and clapping.	CCA 21-3 Explores Movement and Dance
Older Preschoolers (45 to 60+ months)	
Demonstrate enjoyment and confidence in their ability to freely plan and create artwork of their own design individually and collaboratively, including drawings, paintings, collages, and sculptures.	CCA 21-1 Explores Art Media
Describe experiences, ideas, emotions, people, and objects represented in their artwork.	CCA 21-1 Explores Art Media
Draw or build representations of familiar people, places, and new understandings from topics of study with a variety of materials.	CCA 21-1 Explores Art Media
Plan and act out scenes based on books, stories, everyday life, and imagination alone or with others, creating and engaging in increasingly detailed and extended scenarios in their dramatic play.	CCA 21-4 Participates in Dramatic Play
Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music and participate	CCA 21-2 Explores Music

in a variety of musical and rhythmic experiences, including singing, clapping to the beat, listening, and using musical instruments.	
Recall and imitate patterns of beat, rhythm, tempo, and dynamics of music, as they create expressive movements or participate in movement activities.	CCA 21-3 Explores Movement and Dance
CD-13: Children demonstrate an appreciation for different forms of art including visual arts, music, expressive movement, and drama.	
Infants (Birth -12 months)	
Show wonder or fascination with objects, activities, or experiences (pay attention to bright or contrasting colors, look at caregiver singing lullabies, show bodily excitement when they hear music).	CCA 21-2 Explores Music CCA 21-1 Explores Art Media CCA 21-3 Explores Movement and Dance
Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet).	CCA 21-1 Explores Art Media
Younger Toddlers (8-21 months)	
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).	CCA 21-2 Explores Music CCA 21-1 Explores Art Media
Participate in and explore all possible media (use finger paint, glue scraps of paper on another paper, dance to music).	CCA 21-2 Explores Music CCA 21-1 Explores Art Media CCA 21-3 Explores Movement and Dance
Older Toddlers (18-36 months)	
Express delight in different forms of art (choose to look at a book with colorful photographs).	CCA 21-1 Explores Art Media
Participate in and use simple words to describe art, music, movement, drama, or other aesthetic experiences (talk about colors in a painting).	CCA 21-4 Participates in Dramatic Play CCA 21-2 Explores Music CCA 21-1 Explores Art Media CCA 21-3 Explores Movement and Dance
Younger Preschoolers (33-48 months)	
Express pleasure in different forms of art (call something "pretty," express preferences, or listen to music again).	CCA 21-2 Explores Music CCA 21-1 Explores Art Media

Participate in and use words to describe art in terms of color, texture, space, sound and movement.	CCA 21-2 Explores Music CCA 21-1 Explores Art Media CCA 21-3 Explores Movement and Dance
Older Preschoolers (45 to 60+ months)	
Show appreciation for a variety of art, including that of their own culture and community, as well as others.	CCA 21-1 Explores Art Media
Participate in and use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly. (“We need a stage for our puppet show.”)	CCA 21-1 Explores Art Media
Demonstrate value and respect for their own artwork and that of their peers.	CCA 21-1 Explores Art Media

Health and Physical Development Domain (HPD)	
Physical Health and Growth	
HPD-1: Children develop healthy eating habits.	
Infants (Birth -12 months)	
Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food.	PMP 20-1 Learns about Nutrition
Show interest in feeding routines.	PMP 19-1 Develops Meal Time Independence
Help with feeding themselves (eat finger foods, hold bottle).	PMP 19-1 Develops Meal Time Independence
Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full).	PMP 19-1 Develops Meal Time Independence
Show food preferences.	PMP 20-1 Learns about Nutrition
Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away).	PMP 20-1 Learns about Nutrition PMP 19-1 Develops Meal Time Independence
Younger Toddlers (8-21 months)	
Try new foods.	PMP 19-1 Develops Meal Time Independence
Feed themselves with some assistance.	PMP 19-1 Develops Meal Time Independence
Communicate when hungry, thirsty, or has had enough.	PMP 19-1 Develops Meal Time Independence
Eat enough to meet nutritional needs, although amount or type of food may vary over time (eat a lot at one meal	PMP 20-1 Learns about Nutrition

and little at the next, show interest in many foods but no interest in others).	
Eat a variety of small pieces of age-appropriate table foods.	PMP 20-1 Learns about Nutrition
Distinguish between food and non-food items.	PMP 20-1 Learns about Nutrition
Older Toddlers (18-36 months)	
Occasionally able to make nutritious choices with support.	PMP 20-1 Learns about Nutrition
Feed themselves using utensils and hands.	PMP 19-1 Develops Meal Time Independence
Accept or refuse food depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food).	PMP 19-1 Develops Meal Time Independence
Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples).	PMP 20-1 Learns about Nutrition
Younger Preschoolers (33-48 months)	
Demonstrate willingness to try new healthy foods when offered several times and sometimes able to make nutritious choices with support.	PMP 19-1 Develops Meal Time Independence
Feed themselves with utensils independently.	PMP 19-1 Develops Meal Time Independence
Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some are not healthy (potato chips, soda).	PMP 20-1 Learns about Nutrition
Older Preschoolers (45 to 60+ months)	
Demonstrate willingness to try new healthy foods and make nutritious eating choices independently and with support.	PMP 19-1 Develops Meal Time Independence
Regulate food consumption based on their own feelings of hunger and fullness	PMP 19-1 Develops Meal Time Independence
Given a selection of familiar foods, identify which foods are nutritious and which are not.	PMP 20-1 Learns about Nutrition
Talk about variety and serving size of foods needed to be healthy, naming	PMP 20-1 Learns about Nutrition

some foods and beverages that help to build healthy bodies.	
HPD-2: Children engage in active physical play indoors and outdoors.	
Infants (Birth -12 months)	
Engage in physically active moments (spending time on their tummy, repeating actions, kicking, waving arms, rolling over).	PMP 17-1 Develops Perception & Balance
Move their bodies to explore the indoor and outdoor environment.	PMP 17-2 Develops Lower Body Strength
Develop strength and stamina by continuing movements over short periods of time.	PMP 17-3 Develops Upper Body Strength
Younger Toddlers (8-21 months)	
Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving).	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Anticipate and ask for outdoor play (point at door and say, "Out," sometimes preferring to stay outside).	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Engage in regular and sustained movement (push toys around play area, go up and down, slide over and over).	PMP 17-5 Develops Large Motor Coordination Skills
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 (18-36 months)	
Show satisfaction with new active skills and strengths (ask others to watch them. "I'm big and strong!")	PMP 17-5 Develops Large Motor Coordination Skills
With guidance and support, transition from active to quiet activities.	ATL 1-6 Thinks with Creativity & Flexibility
Develop strength and stamina by spending moderate periods of time playing vigorously	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Younger Preschoolers (33-48 months)	
Choose a variety of structured and unstructured physical activities indoors and outdoors.	PMP 17-5 Develops Large Motor Coordination Skills

Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching).	PMP 17-4 Develops Gross Hand-Eye Coordination
Transition from active to quiet activities with limited guidance and support.	ATL 1-6 Thinks with Creativity & Flexibility
Develop strength and stamina by spending moderate periods of time playing vigorously	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Older Preschoolers (45 to 60+ months)	
Communicate ways exercise keeps us healthy and makes us feel good.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
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
Transition independently from active to quiet activities most of the time.	ATL 1-6 Thinks with Creativity & Flexibility
Develop strength and stamina by increasing their amount of play and activity, using more muscles for longer periods of time.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
HPD-3: Children develop healthy sleeping habits.	
Infants (Birth -12 months)	
Sleep for longer periods at a time (more at night, and less during the day).	PMP 19-4 Develops Naptime Independence
Settle down and fall asleep after a routine that includes a familiar series of events, such as calming songs and stories.	PMP 19-4 Develops Naptime Independence
Sleep well and show alertness during waking periods.	PMP 19-4 Develops Naptime Independence
Younger Toddlers (8-21 months)	
Cooperate with sleep routines (choose a book, get preferred sleep toy).	PMP 19-4 Develops Naptime Independence
Use simple sounds, gestures, or words to show they are tired (say, "Night, night;" go to get familiar stuffed animal or other comfort item).	PMP 19-4 Develops Naptime Independence
Sleep well, waking rested.	PMP 19-4 Develops Naptime Independence

Older Toddlers (18-36 months)	
Use language about sleep (“Time for bed,” after clearing lunch things; give sign for sleep).	PMP 19-4 Develops Naptime Independence
With guidance, participate in sleep routines (wash hands after lunch, get comfort item, listen to calming songs and/or stories, lie down on bed or mat).	PMP 19-4 Develops Naptime Independence
Fall asleep on their own.	PMP 19-4 Develops Naptime Independence
Sleep well, waking rested and ready for daily activities.	PMP 19-4 Develops Naptime Independence
Younger Preschoolers (33-48 months)	
Recognize and communicate signs of being tired.	PMP 19-4 Develops Naptime Independence
With increasing independence, start and participate in sleep routines, including listening to calming songs and/or stories.	PMP 19-4 Develops Naptime Independence
Stay awake except during nap time.	PMP 19-4 Develops Naptime Independence
Older Preschoolers (45 to 60+ months)	
Communicate ways sleep keeps us healthy and makes us feel good.	PMP 19-4 Develops Naptime Independence
Independently start and participate in sleep routines most of the time, including listening to calming songs and/or stories.	PMP 19-4 Develops Naptime Independence
Stay awake and alert except during voluntary nap time.	PMP 19-4 Develops Naptime Independence
Motor Development	
HPD-4: Children engage in play and movement to develop the large muscle control and abilities needed to explore and move in their environment.	
Infants (Birth -12 months)	
Develop control of head and back, progressing to arm and leg movements.	PMP 17-1 Develops Perception & Balance
Maintain upright posture when sitting and standing.	PMP 17-1 Develops Perception & Balance
Explore body positions and movements, rolling, pushing up, pulling to stand, and kicking or	PMP 17-2 Develops Lower Body Strength PMP 17-3 Develops Upper Body Strength

reaching for objects to achieve a goal.	
Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk).	PMP 17-2 Develops Lower Body Strength
Younger Toddlers (8-21 months)	
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
Coordinate arm and leg movements to explore, climb, push, pull, and achieve goals (push a stroller, use riding toys, crawl up steps).	PMP 17-5 Develops Large Motor Coordination Skills
Move through the world with increasing independence (crawl, cruise, walk, run, use therapeutic walker).	PMP 17-2 Develops Lower Body Strength PMP 17-3 Develops Upper Body Strength
Older Toddlers (18-36 months)	
Coordinate movements for a purpose (kick, jump, step, pedal, push away).	PMP 17-5 Develops Large Motor Coordination Skills
Move through the world with a variety of movements and with increasing independence and control (run, jump, pedal).	PMP 17-2 Develops Lower Body Strength PMP 17-3 Develops Upper Body Strength
Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide).	PMP 17-2 Develops Lower Body Strength
Perform actions smoothly with balance, strength, 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 (33-48 months)	
Demonstrate increasing stamina, body strength, endurance and balance, managing uneven surfaces such as hills, ramps, and steps.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
Refine movements and show generally increasing coordination (throwing and catching).	PMP 17-4 Develops Gross Hand-Eye Coordination PMP 17-5 Develops Large Motor Coordination Skills
Use a variety of toys and equipment that enhance gross motor	PMP 17-4 Develops Gross Hand-Eye Coordination PMP 17-5 Develops Large Motor Coordination Skills

development (balls, slides, pedaling toys, assistive technology).	
Move their bodies in space with increasing coordination and ability to cross the midline, such as using alternate feet on steps, touching toes on one side of the body with the opposite hand.	PMP 17-4 Develops Gross Hand-Eye Coordination PMP 17-5 Develops Large Motor Coordination Skills
Older Preschoolers (45 to 60+ months)	
Demonstrate stability, flexibility, and balance while performing complex movements by standing on one foot, turning, stretching, bending, hopping, balancing on beams, jumping, and moving to music.	PMP 17-1 Develops Perception & Balance
Demonstrate more coordination of upper and lower body when, throwing, catching, kicking, bouncing objects, swinging, and hitting objects with racquets or paddles.	PMP 17-4 Develops Gross Hand-Eye Coordination PMP 17-5 Develops Large Motor Coordination Skills
Move quickly through the environment and be able to both change directions and stop (run fast, pedal fast).	PMP 17-4 Develops Gross Hand-Eye Coordination PMP 17-5 Develops Large Motor Coordination Skills
Show awareness of own body in relation to other people and objects while moving through space. When asked, can move in front of, beside, or behind someone or something else.	PMP 17-1 Develops Perception & Balance
Participate in play and movement activities and describe how physical activity contributes to their overall health ("Exercise helps make me strong!").	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
HPD-5: Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools.	
Infants (Birth -12 months)	
Use both hands to swipe at, reach for, grasp, hold, shake, and release objects.	PMP 17-3 Develops Upper Body Strength
Explore shape, weight, size, and texture by turning objects, dropping,	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills

or transferring objects from one hand to another.	
Use index finger and thumb (pincer grasp) to pick up an object with finger and thumb.	PMP 18-2 Develops Fine Hand-Eye Coordination
Younger Toddlers (8-21 months)	
Use hands and eyes together for more complex actions (put together and take apart toys, feed themselves finger foods, fill containers).	PMP 18-2 Develops Fine Hand-Eye Coordination
Use hands to explore and manipulate objects (pick up and examine, stack two or three large blocks, pick up or roll a ball, and turn pages in board books).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Use simple tools (spoon for feeding hammer with pegs, crayon for scribbling).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Older Toddlers (18-36 months)	
Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters, put on mittens, painting at easel).	PMP 18-2 Develops Fine Hand-Eye Coordination
Plan and use more complex refined hand movements (stack a few small blocks, draw, look for a favorite page in a book, practice self-care routines).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel, rolling pin).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Younger Preschoolers (33-48 months)	
Engage in activities that require hand-eye coordination (build with manipulatives mold play dough, work puzzles with smaller pieces).	PMP 18-2 Develops Fine Hand-Eye Coordination
Draw simple shapes and figures (square for block, circles).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
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 (45 to 60+ months)	

Engage in complex hand-eye coordination activities and play with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces, string beads).	PMP 18-2 Develops Fine Hand-Eye Coordination
Display strength and control while using a variety of tools and materials including scissors, pencils, crayons, small toys, spray bottles, and hole punchers.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Draw and write figures with more detail (faces with features, letters, or letter-like forms).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Participate in self-help skills, such as buttoning, zipping, snapping and pouring.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Self-care, Safety, and Well Being	
HPD-6: Children develop personal hygiene and self-care skills.	
Infants (Birth -12 months)	
Tolerate care routines (mouth care, handwashing, diapering, dressing, and bathing).	PMP 19-2 Develops Self-Care Skills
Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing, open mouth for milk or spoon).	PMP 19-2 Develops Self-Care Skills
Younger Toddlers (8-21 months)	
Cooperate and help with care routines and cleanup (mouthcare, hand-washing, diapering, dressing, bathing).	PMP 19-2 Develops Self-Care Skills
Drink from a cup and feed themselves with their fingers or a spoon.	PMP 19-1 Develops Meal Time Independence
Older Toddlers (18-36 months)	
Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show interest in toileting).	PMP 19-2 Develops Self-Care Skills
Help with snack routines.	PMP 19-1 Develops Meal Time Independence
Younger Preschoolers (33-48 months)	

Dress and undress themselves with occasional assistance.	PMP 19-2 Develops Self-Care Skills
Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow).	PMP 19-2 Develops Self-Care Skills
Serve food for themselves.	PMP 19-1 Develops Meal Time Independence
Older Preschoolers (45 to 60+ months)	
Dress and undress themselves independently.	PMP 19-2 Develops Self-Care Skills
Independently practice personal care and self-help skills, including washing hands, brushing teeth, toileting, flushing, throwing tissues away.	PMP 19-2 Develops Self-Care Skills
Help with meal and snack preparation.	PMP 19-1 Develops Meal Time Independence
Describe the value of good health practices to their well-being (wash hands to get rid of germs, drink milk to build strong bones).	PMP 19-2 Develops Self-Care Skills
HPD-7: Children use safe behaviors and personal safety practices with support from adults.	
Infants (Birth -12 months)	
Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers).	SED 5-1 Bonds with Adults
Notice and imitate adults' reactions to new people and situations.	SED 5-2 Learns from Adults
Younger Toddlers (8-21 months)	
Watch for adult reactions to unfamiliar things or situations that might be dangerous.	SED 5-2 Learns from Adults
Show some caution about unfamiliar and/or unsafe situations.	PMP 20-2 Learns Safety Rules
Respond to simple warnings that prevent harm. ("Stop!" "Hot!" "Wait!")	PMP 20-2 Learns Safety Rules
Older Toddlers (18-36 months)	
With guidance, 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
Increase self-control over their impulses (remind self not to touch	PMP 20-2 Learns Safety Rules

something; wait for adult vs. running ahead).	
Cooperate with adults in unsafe situation, such as being cautious with unknown dog and taking adult's hand to cross street.	PMP 20-2 Learns Safety Rules
Younger Preschoolers (33-48 months)	
Learn what their bodies can do, and primarily play within their abilities to avoid injury to self or others.	PMP 20-2 Learns Safety Rules
Usually recognize and avoid objects and situations that might cause harm.	PMP 20-2 Learns Safety Rules
Usually follow basic safety rules.	PMP 20-2 Learns Safety Rules
Call a trusted adult when someone gets injured or is in an unsafe situation.	PMP 20-2 Learns Safety Rules
Older Preschoolers (45 to 60+ months)	
Identify, avoid, and alert other children to potentially dangerous behaviors, such as keeping a safe distance from swings.	PMP 20-2 Learns Safety Rules
Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm.	PMP 20-2 Learns Safety Rules
With support, show how to respond safely in emergency situations, such as fire or tornado, and in the presence of strangers or dangerous objects. Recognize basic safety symbols, such as poison symbols.	PMP 20-2 Learns Safety Rules
Know how and when to alert adults to dangerous situations or in an emergency, including in public places, such as a store, identifying people who may be able to help them.	PMP 20-2 Learns Safety Rules

DISCLAIMER:

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