

# 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:  
**Milestones of Child Development:  
A Guide to Young Children's Learning and  
Development from  
Birth to Kindergarten Revised**



VIRGINIA DEPARTMENT OF  
SOCIAL SERVICES

## References



Virginia Office of Early Childhood Development. (2013). *Milestones of child development: A guide to young children's learning and development from birth to kindergarten revised*. VA: Author. Retrieved from [http://va.gapitc.org/wp-content/uploads/2014/03/Milestones\\_Revised2014.pdf](http://va.gapitc.org/wp-content/uploads/2014/03/Milestones_Revised2014.pdf)

<b>Milestones of Child Development: A Guide to Young Children's Learning and Development from Birth to Kindergarten Revised</b>	<b>Vine Assessments by LifeCubby</b>
<b>Social and Emotional Development</b>	<b>Vine Indicators</b>
Strand 1: Relationships with Others	
Birth to 18 months	
Depend on others to provide for wants and needs. (A1)	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed
Seek positive attachment and interaction with adults. (A2)	<b>SED 5-1 Bonds with Adults</b> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults
Respond to the environment, enjoying shared engagement with adult. (A3)	<b>SED 5-1 Bonds with Adults</b> <u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs <u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger <u>8-12 mos:</u> Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults
18 months to 36 months	
Seek comfort and help when needed. (A4)	<b>SED 5-1 Bonds with Adults</b> <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired; seeks help from trusted adults when needing assistance with a difficult task <u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy
Laugh in social game of imitation with adults and peers. (A5)	<b>SED 6-2 Bonds with Peers</b> <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play)
Demonstrate increasing ability to form and maintain secure relationships with others. (A6)	<b>SED 5-1 Bonds with Adults</b> <u>1-Year Old:</u> Has positive relationships with familiar adults; laughs and plays with familiar adults; seeks familiar adults for comfort when distressed or tired;

	<p>seeks help from trusted adults when needing assistance with a difficult task</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p>
36 months to 48 months	
Enjoy close proximity with others. (A7)	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
Develop positive friendships with one or more peers. (A8)	<p><b>SED 6-2 Bonds with Peers</b></p> <p><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
Enter and engage in group pretend play successfully. (A9)	<p><b>SED 6-2 Bonds with Peers</b></p> <p><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>
48 months and older	
Show empathy and caring for others. (A10)	<p><b>SED 6-1 Builds Empathy</b></p> <p><u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad</p>
Cooperate with others. (A11)	<p><b>SED 6-3 Cooperates with Peers</b></p> <p><u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p>
Demonstrate increased ability to resolve conflicts. (A12)	<p><b>SED 6-3 Cooperates with Peers</b></p> <p><u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p>
Interact easily with one or more children and adults. (A13)	<p><b>SED 6-2 Bonds with Peers</b></p> <p><u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play</p>
Strand 2: Learning About Self (Self-concept)	
Birth to 18 months	
Explore own body and begin to examine body parts of others. (B1)	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet</p> <p><u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement</p> <p><u>8-12 mos:</u> Enjoys watching self in mirror</p>
Gain an emerging sense of self as separate from but also connected to others. (B2)	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet</p>

	<p><u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement</p> <p><u>8-12 mos:</u> Enjoys watching self in mirror</p>
Feel worthwhile and accepted. (B3)	<p><b>SED 4-2 Becomes Confident</b></p> <p><u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities</p>
Demonstrate an emerging sense of competence and confidence in growing abilities (B4)	<p><b>SED 4-2 Becomes Confident</b></p> <p><u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities</p>
Smile or laugh at mastery of motor skills, sound play, clowning, or fun games. (B5)	<p><b>SED 4-2 Becomes Confident</b></p> <p><u>1-Year Old:</u> Shows confidence in own abilities; is proud to demonstrate abilities</p>
<b>18 months to 36 months</b>	
Understand self in terms of unique characteristics, preferences, and abilities. (B6)	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others</p> <p><u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p>
Begin to recognize family members' roles and names. (B7)	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others</p> <p><u>2-Year Old:</u> Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family</p>
Develop increasing independence. (B8)	<p><b>ATL 1-5 Shows Initiative</b></p> <p><u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p> <p><u>2-Year Old:</u> Initiates play with others</p>
<b>36 months to 48 months</b>	
Show increasing ability to distinguish between self and others. (B9)	<p><b>SED 4-1 Develops Awareness of Self</b></p> <p><u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>
Adjust comfortably to new surroundings. (B10)	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b></p> <p><u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p>
Demonstrate confidence and pride in accomplishments. (B11)	<p><b>SED 4-2 Becomes Confident</b></p> <p><u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills</p>
<b>48 months and older</b>	
Continue to perceive self as worthwhile and accepted. (B12)	<p><b>SED 4-2 Becomes Confident</b></p> <p><u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics</p>
Begin to understand consequences of actions, especially as choices affect others. (B13)	<p><b>ATL 2-2 Shows Responsibility</b></p> <p><u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to</p>

	handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
Demonstrate increased awareness of own abilities, characteristics, feelings, and preferences. (B14)	<b>SED 4-2 Becomes Confident</b> <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
See self as able to have impact on others and be able to make responsible choices. (B15)	<b>ATL 2-2 Shows Responsibility</b> <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
Rebound quickly from own mistakes or accidents as long as there is no serious consequence. (B16)	<b>SED 4-2 Becomes Confident</b> <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
<b>Strand 3: Emotion Regulation and Self-Regulation</b>	
Birth to 18 months	
Develop increasing emotion regulation. (C1)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions
Increase behavioral regulation. (C2)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>1-3 mos:</u> Calms when held, gently rocked or talked to by familiar adults; brings objects to mouth to calm self <u>4-7 mos:</u> Can briefly calm self; brings hands to mouth; is able to be calmed by familiar adults <u>8-12 mos:</u> Regulates feelings through behaviors, such as sucking thumb or carrying a favorite blanket or toy; looks to familiar adults for help with strong emotions
Become more adept at expressing own feelings appropriately and recognizing others' emotions. (C3)	<b>SED 3-1 Expresses Emotion</b> <u>1-3 mos:</u> Begins to show emotions with face and body; may begin to smile <u>4-7 mos:</u> Becomes more assertive in conveying likes and dislikes <u>8-12 mos:</u> Expresses a variety of emotions through facial expressions, sounds, and gestures
	<b>SED 6-1 Builds Empathy</b> <u>1-3 mos:</u> May cry when someone seems upset or when another child cries <u>4-7 mos:</u> Shows interest in the emotions of others; may copy others (e.g., crying when another child cries) <u>8-12 mos:</u> Responds to the emotions of others; may share emotional reactions (e.g., smiling when an adult smiles)

18 months to 36 months	
Demonstrate progress in expressing needs and opinions by using words and asking for help when needed. (C4)	<b>SED 3-1 Expresses Emotion</b> <u>1-Year Old:</u> Expresses a range of emotions, including surprise, joy or pride; notices the effects of emotions on others <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults
Develop ability to calm self when upset. (C5)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>1-Year Old:</u> Begins to cope with strong emotions with help from familiar adults <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions
Recognize own behaviors that are off limits, and control self with increasing ability. (C6)	<b>ATL 2-2 Shows Responsibility</b> <u>1-Year Old:</u> Accepts adult redirection; begins to respond to directives <u>2-Year Old:</u> Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected
Offer to share, with growing flexibility and with adult support. (C7)	<b>SED 6-3 Cooperates with Peers</b> <u>1-Year Old:</u> May begin to play with other children (e.g., passing a toy back and forth) <u>2-Year Old:</u> Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers
36 months to 48 months	
Follow simple rules and routines with guidance. (C8)	<b>ATL 2-1 Understands Routines</b> <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
Manage transitions, shifting attention from one activity to another. (C9)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
48 months and older	
Focus attention when completing tasks or problem solving. (C10)	<b>ATL 1-1 Is Attentive</b> <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
Name and talk about own emotions and can associate them with varying facial expressions. (C11)	<b>SED 3-1 Expresses Emotion</b> <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
Increase ability to delay desire in order to cooperate with a task or others. (C12)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn

Show growing capacity to maintain concentration over time on a task or question. (C13)	<b>ATL 1-1 Is Attentive</b> <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
--	---

<b>Approaches to Learning</b>	
<b>Strand 1: Persistence</b>	
Birth to 18 months	
Observe objects and people for a brief period of time. (A1)	<b>ATL 1-1 Is Attentive</b> <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds <u>8-12 mos:</u> Pays attention to a task or activity for a few minutes
Seek attention of adult. (A2)	<b>ATL 1-3 Is Persistent</b> <u>1-3 mos:</u> Will cry to indicate a need and will continue crying until that need is met <u>4-7 mos:</u> Will vocalize or use baby sign to indicate a need and will continue until that need is met; will hold on to preferred items <u>8-12 mos:</u> Repeats actions to achieve a goal
Pay attention briefly and try to reproduce interesting and pleasurable effects and events. (A3)	<b>ATL 1-1 Is Attentive</b> <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds <u>8-12 mos:</u> Pays attention to a task or activity for a few minutes
18 months to 36 months	
Increase the amount of time they can persist in repetitive tasks or preferred activities. (A4)	<b>ATL 1-3 Is Persistent</b> <u>1-Year Old:</u> Works to complete a task <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook
Increase persistence in trying to complete a task after previous attempts have failed. (A5)	<b>ATL 1-3 Is Persistent</b> <u>1-Year Old:</u> Works to complete a task <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook
36 months to 48 months	
Grow in ability to persist in and complete tasks, activities, projects, and experiences. (A6)	<b>ATL 1-3 Is Persistent</b> <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
Increase persistence in activities despite frustration or disappointment. (A7)	<b>ATL 1-3 Is Persistent</b> <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
48 months and older	
Recognize and solve problems independently. (A8)	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Increase ability to set goals, develop plans, and complete tasks. (A9)	<b>CS 14-3 Makes Plans</b> <u>Pre-K:</u> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan

Show growing capacity to maintain concentration over time. (A10)	<b>ATL 1-3 Is Persistent</b> <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
<b>Strand 2: Curiosity and Initiative</b>	
<b>Birth to 18 months</b>	
Show awareness of and interest in the environment. (B1)	<b>ATL 1-4 Is Curious</b> <u>1-3 mos:</u> Turns head toward the sound of a familiar voice <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden <u>8-12 mos:</u> Shows interest in new toys; explores surroundings
Engage in and actively explore self, objects, and surroundings. (B2)	<b>ATL 1-5 Shows Initiative</b> <u>4-7 mos:</u> Accepts, reaches for, grasps, or handles familiar toys <u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket
Show eagerness and curiosity as a learner. (B3)	<b>ATL 1-4 Is Curious</b> <u>1-3 mos:</u> Turns head toward the sound of a familiar voice <u>4-7 mos:</u> Explores with hands; finds objects that are partially hidden <u>8-12 mos:</u> Shows interest in new toys; explores surroundings
<b>18 months to 36 months</b>	
Demonstrate ability to initiate activities. (B4)	<b>ATL 1-5 Shows Initiative</b> <u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) <u>2-Year Old:</u> Initiates play with others
Participate in an increasing variety of tasks and activities. (B5)	<b>ATL 1-4 Is Curious</b> <u>1-Year Old:</u> Shows interest in learning about new objects or experiences <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials
<b>36 months to 48 months</b>	
Develop increased ability to make independent choices. (B6)	<b>ATL 1-5 Shows Initiative</b> <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
Find and use materials to follow through on an idea. (B7)	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
Initiate play with others. (B8)	<b>ATL 1-5 Shows Initiative</b> <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
<b>48 months and older</b>	
Offer to help with chores. (B9)	<b>ATL 1-5 Shows Initiative</b> <u>Pre-K:</u> Makes and conveys choices to friends and teachers

Invent projects and work on them with little assistance. (B10)	<b>ATL 1-5 Shows Initiative</b> <u>Pre-K:</u> Makes and conveys choices to friends and teachers
Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. (B11)	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
<b>Strand 3: Creativity and Inventiveness</b>	
Birth to 18 months	
Notice and show interest in and excitement with familiar objects, people, and events. (C1)	<b>ATL 1-2 Develops Memory</b> <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist) <u>8-12 mos:</u> Looks for someone or something that is missing
Approach and explore new experiences in familiar settings. (C2)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>8-12 mos:</u> Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat
18 months to 36 months	
Delight in finding new properties and uses for familiar objects and experiences. (C3)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>8-12 mos:</u> Able to participate in new activities; uses classroom toys in creative ways, such as using a wooden block as a car or a bucket as a hat <u>1-Year Old:</u> Able to shift focus; participates in new activities; demonstrates imagination in using materials to create something new
Pretend and use imagination during extended play scenarios with self and others. (C4)	<b>CCA 21-4 Participates in Dramatic Play</b> <u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination <u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others
36 months to 48 months	
Imitate action observed in another situation. (C5)	<b>SED 5-2 Learns from Adults</b> <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults
Approach tasks experimentally, adapting as the activity evolves. (C6)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
Use imagination to create original thoughts, ideas, or products. (C7)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
48 months and older	
Approach tasks and activities with increased flexibility, imagination, and inventiveness. (C8)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions

Use creativity and inventiveness to complete projects or tasks. (C9)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
Make changes to a familiar story. (C10)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
Represent reality in a variety of ways. (C11)	<b>CCA 21-4 Participates in Dramatic Play</b> <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
<b>Strand 4: Reasoning and Problem-Solving</b>	
<b>Birth to 18 months</b>	
Explore object characteristics in many different ways. (D1)	<b>CS 13-1 Explores Objects</b> <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
Behave in consistent ways to elicit desired response. (D2)	<b>CS 14-2 Makes Predictions</b> <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound
Use sounds, gestures, and movements to impact the environment and interactions. (D3)	<b>CS 14-2 Makes Predictions</b> <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound
<b>18 months to 36 months</b>	
Realize that people or things exist even when out of view (object permanence). (D4)	<b>ATL 1-2 Develops Memory</b> <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
Use objects as intended. (D5)	<b>ATL 1-2 Develops Memory</b> <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
<b>36 months to 48 months</b>	
Demonstrate beginning understanding of cause and effect, especially of own actions. (D6)	<b>CS 14-1 Solves Problems</b> <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
Seek assistance from an adult or another child to solve problems. (D7)	<b>SED 5-1 Bonds with Adults</b> <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems

Explain reasons why simple events occur. (D8)	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)
48 months and older	
Develop increasing abilities to classify, compare and contrast objects, events, and experiences. (D9)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Recognize and solve problems. (D10)	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Create a strategy based on one event and extend it to a new one. (D11)	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
Demonstrate understanding of others' intentions or motivations. (D12)	<b>SED 6-1 Builds Empathy</b> <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
Talk about recent experiences, meaningful events, and interesting ideas. (D13)	<b>LC 7-2 Develops Expressive Communication</b> <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
Work with others to find a solution. (D14)	<b>SED 6-3 Cooperates with Peers</b> <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language

<b>Language and Literacy</b>	
<b>Strand 1: Listening and Speaking</b>	
Birth to 18 months	
Respond to frequently heard sounds and words. (A1)	<b>LC 7-1 Develops Receptive Communication</b> <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
Use a variety of sounds and motions to communicate. (A2)	<b>LC 7-2 Develops Expressive Communication</b> <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign

	certain words; may shake head for “no”; uses sounds, gestures, or actions to express needs and wants
Show increased understanding of gestures and words. (A3)	<b>LC 7-1 Develops Receptive Communication</b> <u>1-3 mos:</u> Turns head in the direction of a familiar voice <u>4-7 mos:</u> Listens and responds with interest to verbal and nonverbal communication of others <u>8-12 mos:</u> Begins to understand gestures, words, questions, or routines
Use consistent sounds, gestures, and some words to communicate (A4)	<b>LC 7-2 Develops Expressive Communication</b> <u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds <u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure <u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for “no”; uses sounds, gestures, or actions to express needs and wants
18 months to 36 months	
Understand questions, some basic concepts, and simple directions. (A5)	<b>LC 7-1 Develops Receptive Communication</b> <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
Demonstrate increasing ability to attend to, participate in, and understand language in conversations, stories, songs, and poems. (A6)	<b>LC 7-1 Develops Receptive Communication</b> <u>1-Year Old:</u> Responds to simple instructions such as “come here” or “bring me a book” <u>2-Year Old:</u> Follows adult directives; follows simple 1- or 2-step instructions
Build increased understanding of basic vocabulary and concepts. (A7)	<b>LC 7-4 Expands Vocabulary</b> <u>1-Year Old:</u> Locates body parts or colors when prompted; begins to use the names of objects, body parts and familiar people; begins to ask questions, such as "what's that?" <u>2-Year Old:</u> Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others
36 months to 48 months	
Demonstrate increased understanding of oral language through actions and responses to directions and questions. (A8)	<b>LC 7-1 Develops Receptive Communication</b> <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. (A9)	<b>LC 7-6 Learns Conversation Structure</b> <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
48 months and older	
Progress in clarity of pronunciation and towards speaking in sentences of	<b>LC 7-5 Expands Grammar and Pronunciation</b>

increasing length and grammatical complexity. (A10)	<u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Develop increasing abilities to understand and use language for a variety of purposes. (A11)	<b>LC 7-1 Develops Receptive Communication</b> <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
	<b>LC 7-2 Develops Expressive Communication</b> <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
Enjoy hearing and creating humorous stories characterized by exaggeration. (A12)	<b>LC 7-2 Develops Expressive Communication</b> <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
<b>Strand 2: Phonological Awareness and Alphabetic Knowledge</b>	
<b>Birth to 18 months</b>	
Show enjoyment of the sounds and rhythms of language. (B1)	<b>LC 7-3 Develops Phonemic Awareness</b> <u>4-7 mos:</u> Pays attention during songs and chanted rhymes <u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes
Imitate vocalizations and sounds. (B2)	<b>LC 7-3 Develops Phonemic Awareness</b> <u>4-7 mos:</u> Pays attention during songs and chanted rhymes <u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes
<b>18 months to 36 months</b>	
Enjoy patterns of rhythm and repetition of familiar voices, sounds, rhymes, and songs. (B3)	<b>LC 7-3 Develops Phonemic Awareness</b> <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes
Participate in simple word games. (B4)	<b>LC 7-3 Develops Phonemic Awareness</b> <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes
Create “jokes” with sounds, using nonsense combinations to explore phonemes. (B5)	<b>LC 7-3 Develops Phonemic Awareness</b> <u>1-Year Old:</u> Participates in group time with songs and chanted rhymes <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes
<b>36 months to 48 months</b>	
Begin to identify words that rhyme. (B6)	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
Show growing ability to discriminate and identify sounds. (B7)	<b>LC 7-3 Develops Phonemic Awareness</b>

	<u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
48 months and older	
Identify matching sounds and produce original rhymes. (B8)	<b>LC 7-3 Develops Phonemic Awareness</b> <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
Show growing ability to hear and discriminate separate syllables in words. (B9)	<b>LC 7-3 Develops Phonemic Awareness</b> <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
Show growing awareness of beginning and ending sounds of words. (B10)	<b>LC 7-3 Develops Phonemic Awareness</b> <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
Develop beginning awareness of alphabet letters. (B11)	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
Recognize that sounds are associated with letters of the alphabet and that they form words. (B12)	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
Understand that letters of the alphabet are a special category of visual graphics that can be individually named. (B13)	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
Laugh at and create silly words while exploring phonology. (B14)	<b>LC 7-3 Develops Phonemic Awareness</b> <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
<b>Strand 3: Print Awareness and Concepts</b>	
Birth to 18 months	
Respond positively to book reading activities with adults. (C1)	<b>LKS 8-1 Develops Early Literacy</b> <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
Show some ability to handle books, with assistance. (C2)	<b>LKS 8-1 Develops Early Literacy</b> <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
18 months to 36 months	

Recognize print in the neighborhood, community, and environment (e.g., stop-signs, store signs). (C3)	<b>LKS 8-3 Develops Emergent Reading</b> <u>2-Year Old:</u> Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be “read” by others and have meaning
Relate pictures with real objects, events, and ideas (e.g., stories). (C4)	<b>LKS 8-3 Develops Emergent Reading</b> <u>2-Year Old:</u> Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be “read” by others and have meaning
36 months to 48 months	
Show growing awareness of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. (C5)	<b>LKS 8-1 Develops Early Literacy</b> <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
Show growing interest in reading-related activities. (C6)	<b>LKS 8-3 Develops Emergent Reading</b> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
48 months and older	
Show increased awareness of print concepts. (C7)	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Recognize a word as a unit of print that is formed by individual letters. (C8)	<b>LKS 9-1 Develops Emergent Writing</b> <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
Read some environmental print. (C9)	<b>LKS 8-3 Develops Emergent Reading</b> <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
<b>Strand 4: Comprehension</b>	
Birth to 18 months	
Focus attention on simple picture books. (D1)	<b>LKS 8-1 Develops Early Literacy</b> <u>1-3 mos:</u> Experiences stories by being read to by caregivers <u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others <u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories
Begin to recognize “favorite books” and repeatedly request to read them. (D2)	<b>LKS 8-1 Develops Early Literacy</b> <u>1-3 mos:</u> Experiences stories by being read to by caregivers

	<p><u>4-7 mos:</u> Explores books with caregivers; enjoys being read to by others</p> <p><u>8-12 mos:</u> Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p>
18 months to 36 months	
Begin to interact with story through familiar hand motions and expression of emotions. (D3)	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>1-Year Old:</u> Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings</p> <p><u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p>
Begin to recognize symbols for objects. (D4)	<p><b>LKS 8-3 Develops Emergent Reading</b></p> <p><u>2-Year Old:</u> Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be “read” by others and have meaning</p>
36 months to 48 months	
Show increased comprehension and response to stories read aloud. (D5)	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>
Recall specific characters or actions from familiar stories. (D6)	<p><b>ATL 1-2 Develops Memory</b></p> <p><u>3-Year Old:</u> Recalls some elements of a story</p>
Understand the meaning of some environmental print. (D7)	<p><b>LKS 8-3 Develops Emergent Reading</b></p> <p><u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>
48 months and older	
Demonstrate understanding of basic plots of simple stories in a variety of ways. (D8)	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
Begin to understand the connection between books and personal experiences. (D9)	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
Understand the main idea of simple information. (D10)	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.);</p>

	understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Use strategies such as questioning or predicting to comprehend printed material. (D11)	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Attempt, often unsuccessfully, to create jokes by using the method for making jokes based on double meanings of words. (D12)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
<b>Strand 5: Early Writing</b>	
<b>Birth to 18 months</b>	
Begin to show interest in exploring writing tools. (E1)	<b>LKS 9-1 Develops Emergent Writing</b> <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to "paint"
Experiment with grasp when using a variety of writing tools. (E2)	<b>LKS 9-1 Develops Emergent Writing</b> <u>8-12 mos:</u> Can use a fat paint brush or celery stalk to "paint"
<b>18 months to 36 months</b>	
Show increased interest in exploring writing tools. (E3)	<b>LKS 9-1 Develops Emergent Writing</b> <u>1-Year Old:</u> Makes marks on paper with large crayon or marker <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
Use writing tools to make scribbles and purposeful marks. (E4)	<b>LKS 9-1 Develops Emergent Writing</b> <u>1-Year Old:</u> Makes marks on paper with large crayon or marker <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
Make purposeful marks on paper. (E5)	<b>LKS 9-1 Develops Emergent Writing</b> <u>1-Year Old:</u> Makes marks on paper with large crayon or marker <u>2-Year Old:</u> Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate
<b>36 months to 48 months</b>	
Use scribbles and unconventional shapes to convey messages. (E6)	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was "written"

Represent ideas and stories through pictures, dictation, and play. (E7)	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
Experiment with a growing variety of writing tools and materials, such as pencils, crayons, and computers. (E8)	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
48 months and older	
Use letter-like shapes, symbols, and letters to convey meaning. (E9)	<b>LKS 9-1 Develops Emergent Writing</b> <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
Understand purposes for writing. (E10)	<b>LKS 9-1 Develops Emergent Writing</b> <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
Begin to use familiar words (e.g., mom, love) in writing and drawing. (E11)	<b>LKS 9-1 Develops Emergent Writing</b> <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters

<b>Cognition and General Knowledge</b>	
Strand 1 Sub-Strand A. Number and Operations	
Birth to 18 months	
Begin to build understanding of “more.” (A1)	<b>CM 11-1 Learns Measurement and Quantities</b> <u>4-7 mos:</u> Plays with more than one object at a time <u>8-12 mos:</u> Uses words to identify amounts, such as asking for “more” or saying “all gone”
Use number words in songs and finger plays with little or no understanding. (A2)	<b>CM 10-1 Begins Counting</b> <u>1-3 mos:</u> Experiences counting as caregivers count 1-2-3 in play time <u>4-7 mos:</u> Pays attention as an adult counts <u>8-12 mos:</u> Babbles while an adult counts
18 months to 36 months	
Build some understanding of quantity. (A3)	<b>CM 11-1 Learns Measurement and Quantities</b> <u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., “more”) <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)

Demonstrate growing understanding of one-to-one matching. (A4)	<b>CM 10-1 Begins Counting</b> <u>1-Year Old:</u> Can say numbers 1-3 with help; shows interest in and awareness of numbers and counting during daily routines and activities <u>2-Year Old:</u> Can count up to 5 <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
36 months to 48 months	
Begin to count by rote. (A5)	<b>CM 10-1 Begins Counting</b> <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
Begin to associate number concepts, vocabulary, quantities and written numerals in meaningful ways. (A6)	<b>CM 10-4 Reads and Writes Numbers</b> <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form
Demonstrate advancing knowledge of numbers and counting. (A7)	<b>CM 10-1 Begins Counting</b> <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
48 months and older	
Begin to make use of one-to-one correspondence in counting objects and matching groups of objects. (A8)	<b>CM 10-1 Begins Counting</b> <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
Increase in ability to compare numbers of objects using appropriate vocabulary. (A9)	<b>CM 10-2 Builds and Observes Sets</b> <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
Develop increasing ability to count in sequence and to use one-to-one correspondence. (A10)	<b>CM 10-1 Begins Counting</b> <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
Show increased curiosity and interest in numbers and counting as a means for solving problems and determining quantity. (A11)	<b>CM 10-1 Begins Counting</b> <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
<b>Strand 1 Sub-Strand B. Measurement</b>	
Birth to 18 months	
Explore objects in their environment. (B1)	<b>CM 11-1 Learns Measurement and Quantities</b> <u>4-7 mos:</u> Plays with more than one object at a time <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone"
Show some awareness of the relative size of objects. (B2)	<b>CM 11-1 Learns Measurement and Quantities</b> <u>4-7 mos:</u> Plays with more than one object at a time <u>8-12 mos:</u> Uses words to identify amounts, such as asking for "more" or saying "all gone"
18 months to 36 months	
Connect mathematical language to measurement concepts. (B3)	<b>CM 11-1 Learns Measurement and Quantities</b>

	<p><u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")</p> <p><u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)</p>
Explore the concept of volume. (B4)	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")</p> <p><u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)</p>
Show some understanding of the concept of measurement. (B5)	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><u>1-Year Old:</u> Begins to say numbers for amounts; begins to use quantity phrases (e.g., "more")</p> <p><u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)</p>
36 months to 48 months	
Explore measuring tools (e.g., measuring cup, ruler, scale). (B6)	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p>
Describe physical objects in terms of relative size (e.g., big, little, small, tall, short, long, heavy, light). (B7)	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p>
Demonstrate understanding of concepts related to quantity (e.g., many, a lot, full, empty, whole, part, all, none). (B8)	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p>
48 months and older	
Use non-standard units of measurement to explore the environment. (B9)	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p>
Use standard tools to explore and understand the environment. (B10)	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p>

Compare objects based on differences in length, weight, and temperature using appropriate vocabulary. (B11)	<b>CM 11-1 Learns Measurement and Quantities</b> <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
<b>Strand 1 Sub-Strand C. Patterns and Relationships</b>	
<b>Birth to 18 months</b>	
Engage in sustained gazing or tracking of object with eyes. (C1)	<b>CS 13-1 Explores Objects</b> <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
Demonstrate object permanence (i.e., realizes that people or things exist even when out of view). (C2)	<b>ATL 1-2 Develops Memory</b> <u>1-3 mos:</u> Recognizes familiar objects and people <u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist) <u>8-12 mos:</u> Looks for someone or something that is missing
React to images of objects or events. (C3)	<b>CS 13-1 Explores Objects</b> <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
<b>18 months to 36 months</b>	
Show interest in patterns. (C4)	<b>CS 13-1 Explores Objects</b> <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
Explore similarities and differences of objects (e.g., color, size, shape, and texture). (C5)	<b>CS 13-1 Explores Objects</b> <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
Understand the relationship between objects, solving simple jigsaw puzzles and matching similar shapes. (C6)	<b>CM 12-2 Develops Spatial Awareness</b> <u>2-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles
<b>36 months to 48 months</b>	
Recognize, sort, and classify objects by a single characteristic (e.g., color, size, shape, and texture). (C7)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
Develop increasing understanding of the relationship between objects. (C8)	<b>CM 11-2 Understands Patterns</b> <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next

48 months and older	
Recognize and copy simple patterns (e.g., sounds, objects, shapes). (C9)	<b>CM 11-2 Understands Patterns</b> <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
Use patterns to predict relationships between objects. (C10)	<b>CS 14-2 Makes Predictions</b> <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
Create original patterns using a variety of materials according to one or more attributes (e.g., color, size, shape). (C11)	<b>CM 11-2 Understands Patterns</b> <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
<b>Strand 1 Sub-Strand D. Shapes</b>	
Birth to 18 months	
Explore geometric shapes in the environment. (D1)	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>8-12 mos:</u> Works with shape sorter or size stacker
Play with shape toys, though with increasing ability to match correctly. (D2)	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>8-12 mos:</u> Works with shape sorter or size stacker
18 months to 36 months	
Identify simple objects by their shape. (D3)	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>1-Year Old:</u> Identifies shapes; begins to sort by size <u>2-Year Old:</u> Sorts objects by shape, size, and/or weight
36 months to 48 months	
Recognize simple shapes (e.g., circle, triangle, rectangle, and square). (D4)	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
Use mathematical language to describe shapes (e.g., circle, triangle, rectangle, and square) and their relative parts and attributes. (D5)	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
Recognize, name, and sort simple shapes (e.g., circle, triangle, rectangle, and square). (D6)	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
48 months and older	
Recognize three-dimensional shapes (e.g., cylinders, spheres, cones) through everyday experiences. (D7)	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Create, build, or draw shapes using a variety of materials. (D8)	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
<b>Strand 1 Sub-Strand E. Spatial Sense</b>	
Birth to 18 months	

Pay attention to what is happening in the environment. (E1)	<b>CM 12-2 Develops Spatial Awareness</b> 8-12 mos: Explores ways objects and people move and fit in space
Coordinate use of body and materials. (E2)	<b>CM 12-2 Develops Spatial Awareness</b> 8-12 mos: Explores ways objects and people move and fit in space
18 months to 36 months	
Become aware of own body and personal space during active exploration of physical environment. (E3)	<b>CM 12-2 Develops Spatial Awareness</b> 2-Year Old: Is learning how shapes fit together, such as working with shape sorters or knob puzzles
Explore the size, shape, and spatial arrangement of real objects. (E4)	<b>CM 12-2 Develops Spatial Awareness</b> 2-Year Old: Is learning how shapes fit together, such as working with shape sorters or knob puzzles
36 months to 48 months	
Show understanding of different relationships of objects in space. (E5)	<b>CM 12-2 Develops Spatial Awareness</b> 3-Year Old: Understands conditional locations such as over/under, inside/outside, in front/behind
Show understanding of several positional words. (E6)	<b>CM 12-2 Develops Spatial Awareness</b> 3-Year Old: Understands conditional locations such as over/under, inside/outside, in front/behind
48 months and older	
Show increasing understanding of directionality, order and position of objects and words such next to, beside, above, below, under, over, top, bottom. (E7)	<b>CM 12-2 Develops Spatial Awareness</b> Pre-K: Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
Strand 1 Sub-Strand F. Data Collection and Analysis	
Birth to 18 months	
Pay attention to what is happening in the environment. (F1)	<b>ATL 1-1 Is Attentive</b> 1-3 mos: Watches faces 4-7 mos: Pays attention to people, objects, and sounds 8-12 mos: Pays attention to a task or activity for a few minutes
Gather information through the senses (e.g., mouthing, grasping, reaching). (F2)	<b>CS 13-1 Explores Objects</b> 4-7 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping 8-12 mos: Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
Make things happen by coordinating senses of sight, sound, taste, and touch. (F3)	<b>CS 14-2 Makes Predictions</b> 8-12 mos: Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound
Observe persons or objects in the environment for a brief period of time. (F4)	<b>CS 13-1 Explores Objects</b> 4-7 mos: Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping

	<u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button
18 months to 36 months	
Begin to explore physical properties of objects and to identify their use. (F5)	<b>CS 13-1 Explores Objects</b> <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
Recognize objects as the same and different. (F6)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>1-Year Old:</u> Helps with cleanup; begins to group objects, such as blocks in one pile and stuffed animals in another <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events
36 months to 48 months	
Apply knowledge or experience to a new context. (F7)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
Demonstrate understanding that physical objects and experiences are quantifiable. (F8)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
48 months and older	
Collect and organize data about themselves, their environment, and their experiences. (F9)	<b>CS 13-1 Explores Objects</b> <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
Organize and display their information by shared attribute or relationship. (F10)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Analyze collected data and generate logical conclusions. (F11)	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
Strand 1 Sub-Strand G. Time and Sequence	
Birth to 18 months	
Develop an understanding of the concept of time as it relates to everyday life (e.g., meals, sleeping). (G1)	<b>SS 16-2 Understands Time</b> <u>8-12 mos:</u> Is on a daily schedule that regulates feeding and sleeping
Demonstrate some understanding of when things happen in relation to routines. (G2)	<b>ATL 2-1 Understands Routines</b> <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule ( <i>for questions, consult pediatric guides</i> )

	<p><u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up</p> <p><u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects</p>
Recall information about the immediate past. (G3)	<p><b>ATL 1-2 Develops Memory</b></p> <p><u>1-3 mos:</u> Recognizes familiar objects and people</p> <p><u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)</p> <p><u>8-12 mos:</u> Looks for someone or something that is missing</p>
18 months to 36 months	
Show increasing knowledge and memory for details and routines. (G4)	<p><b>ATL 1-2 Develops Memory</b></p> <p><u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects</p> <p><u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p>
Anticipate, remember, and describe daily sequences of events. (G5)	<p><b>ATL 2-1 Understands Routines</b></p> <p><u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat)</p> <p><u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule</p>
36 months to 48 months	
Use words to describe time (e.g., hour, day, week, month, morning, afternoon, night). (G6)	<p><b>SS 16-2 Understands Time</b></p> <p><u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)</p>
Demonstrate increasing understanding of past, present, and future using words such as before, after, now, and then. (G7)	<p><b>SS 16-2 Understands Time</b></p> <p><u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)</p>
48 months and older	
Demonstrate beginning understanding of sequence. (G8)	<p><b>SS 16-2 Understands Time</b></p> <p><u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year</p>
Identify the positions of objects or persons in sequence (e.g., first, second, third, last, before, after). (G9)	<p><b>CM 10-1 Begins Counting</b></p> <p><u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p>
Strand 2 Sub-Strand A. Scientific Knowledge	
Birth to 18 months	
Show interest in surroundings by focusing on faces and objects in close range. (A1)	<p><b>ATL 1-1 Is Attentive</b></p> <p><u>1-3 mos:</u> Watches faces</p> <p><u>4-7 mos:</u> Pays attention to people, objects, and sounds</p> <p><u>8-12 mos:</u> Pays attention to a task or activity for a few minutes</p>

Recognize and respond to different sights, textures, smells, sounds, and tastes. (A2)	<p><b>CS 13-1 Explores Objects</b>  <u>4-7 mos:</u> Uses the 5 senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping  <u>8-12 mos:</u> Becomes increasingly aware of colors, shapes, patterns, or pictures; works with objects to make something happen, such as pulling a lever or pushing a button</p>
18 months to 36 months	
Observe and describe characteristics of living things, the weather, and the outdoor environment. (A3)	<p><b>CS 15-1 Explores the Natural Environment</b>  <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes  <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p>
Build beginning understanding of basic science concepts (e.g., force and motion, gravity, sound, light) through exploration. (A4)	<p><b>CS 15-1 Explores the Natural Environment</b>  <u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes  <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p>
36 months to 48 months	
Know that living things are made up of different parts (e.g., body parts). (A5)	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p>
Explore characteristics, basic needs, and life cycles of living things. (A6)	<p><b>CS 15-1 Explores the Natural Environment</b>  <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p>
Discover and describe naturally occurring patterns (e.g., weather phenomena, shells, etc.) (A7)	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p>
48 months and older	
Show beginning understanding of the interrelationships in earth/space systems. (A8)	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
Recognize matter in its three forms (i.e., solid, liquid, gas). (A9)	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>

Describe the observable properties of objects using pictures and words. (A10)	<b>CS 13-1 Explores Objects</b> <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
Expand knowledge of and respect for their environment, living creatures, and plant life. (A11)	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
<b>Strand 2 Sub-Strand B. Scientific Inquiry and Exploration</b>	
<b>Birth to 18 months</b>	
Attend to what is happening in the environment. (B1)	<b>ATL 1-1 Is Attentive</b> <u>1-3 mos:</u> Watches faces <u>4-7 mos:</u> Pays attention to people, objects, and sounds <u>8-12 mos:</u> Pays attention to a task or activity for a few minutes
Demonstrate curiosity about the natural environment. (B2)	<b>CS 15-1 Explores the Natural Environment</b> <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching
Attend and respond to what is happening in the environment. (B3)	<b>CS 15-1 Explores the Natural Environment</b> <u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching
Realize ability to make things happen. (B4)	<b>CS 14-2 Makes Predictions</b> <u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound
Enjoy games of repeated hiding and finding. (B5)	<b>ATL 1-2 Develops Memory</b> <u>8-12 mos:</u> Looks for someone or something that is missing
<b>18 months to 36 months</b>	
Use senses to observe and explore materials and natural phenomena. (B6)	<b>CS 13-1 Explores Objects</b> <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living
Demonstrate increased knowledge and memory for details and routines. (B7)	<b>ATL 1-2 Develops Memory</b> <u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects <u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different
<b>36 months to 48 months</b>	
Ask questions about scientific phenomena. (B8)	<b>CS 15-1 Explores the Natural Environment</b> <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
Expect specific results when playing with toys and other materials. (B9)	<b>CS 14-2 Makes Predictions</b>

	<u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
Provide some explanations for scientific phenomena. (B10)	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)
48 months and older	
Begin to use simple tools and equipment for investigation. (B11)	<b>CS 13-1 Explores Objects</b> <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
Make comparisons among objects in terms of what they are made of and their physical properties. (B12)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Observe and remark upon changes and cause-effect relationships in the physical world. (B13)	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
Begin to collect, describe, and record information. (B14)	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations. (B15)	<b>CS 14-2 Makes Predictions</b> <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
Apply information or experience to a new context. (B16)	<b>CS 14-2 Makes Predictions</b> <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
Form explanations and communicate scientific information. (B17)	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
<b>Strand 3 Sub-Strand A. History</b>	
Birth to 18 months	
Participate in regularly scheduled daily activities. (A1)	<b>SS 16-2 Understands Time</b> <u>8-12 mos:</u> Is on a daily schedule that regulates feeding and sleeping
Recognize the beginning and end of an event. (A2)	<b>SS 16-2 Understands Time</b> <u>8-12 mos:</u> Is on a daily schedule that regulates feeding and sleeping
Begin to recognize routines and to categorize time intervals. (A3)	<b>ATL 2-1 Understands Routines</b> <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule ( <i>for questions, consult pediatric guides</i> )

	<p><u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up</p> <p><u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects</p>
18 months to 36 month	
Understand that change is related to time. (A4)	<p><b>SS 16-2 Understands Time</b></p> <p><u>1-Year Old:</u> Is learning that the day follows a routine of time, such as “time for snack”</p> <p><u>2-Year Old:</u> Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening</p>
Recount daily events (A5)	<p><b>SS 16-2 Understands Time</b></p> <p><u>1-Year Old:</u> Is learning that the day follows a routine of time, such as “time for snack”</p> <p><u>2-Year Old:</u> Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening</p>
36 months to 48 months	
Order/sequence events and objects. (A6)	<p><b>SS 16-2 Understands Time</b></p> <p><u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)</p>
Distinguish between events that happen in the past, present, and future. (A7)	<p><b>SS 16-2 Understands Time</b></p> <p><u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)</p>
48 months and older	
Understand that artifacts reveal information about the past. (A8)	<p><b>SS 16-2 Understands Time</b></p> <p><u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year</p>
Engage in storytelling about past experiences. (A9)	<p><b>SS 16-2 Understands Time</b></p> <p><u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year</p>
Strand 3 Sub-Strand B. Geography	
Birth to 18 months	
Develop awareness of body in space. (B1)	<p><b>CM 12-2 Develops Spatial Awareness</b></p> <p><u>8-12 mos:</u> Explores ways objects and people move and fit in space</p>
Recognize familiar places. (B2)	<p><b>ATL 1-2 Develops Memory</b></p> <p><u>1-3 mos:</u> Recognizes familiar objects and people</p> <p><u>4-7 mos:</u> Begins to develop object permanence (the understanding that people and objects out of sight still exist)</p> <p><u>8-12 mos:</u> Looks for someone or something that is missing</p>
18 months to 36 months	
Recall location of familiar objects. (B3)	<p><b>ATL 1-2 Develops Memory</b></p>

	<p><u>1-Year Old:</u> Finds hidden or missing people or objects; looks in multiple locations for missing objects</p> <p><u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p>
Develop awareness of some characteristics of own geographic region. (B4)	<p><b>ATL 1-2 Develops Memory</b></p> <p><u>2-Year Old:</u> Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different</p>
36 months to 48 months	
Use some words to indicate direction, position, and relative location. (B5)	<p><b>CM 12-2 Develops Spatial Awareness</b></p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p>
Identify and describe characteristics of own surroundings and geographic region. (B6)	<p><b>SS 16-3 Explores Geography</b></p> <p><u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.</p>
48 months and older	
Demonstrate beginning knowledge of the relationship between people, places, and regions. (B7)	<p><b>SS 16-3 Explores Geography</b></p> <p><u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures</p>
Identify common geographic tools. (B8)	<p><b>SS 16-3 Explores Geography</b></p> <p><u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures</p>
Understand and use direction and position words to describe and compare location and spatial relationships. (B9)	<p><b>CM 12-2 Develops Spatial Awareness</b></p> <p><u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket</p>
Create representations of locations and space during play. (B10)	<p><b>SS 16-3 Explores Geography</b></p> <p><u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures</p>
Use labels and symbols that show understanding of geographic concepts. (B11)	<p><b>SS 16-3 Explores Geography</b></p> <p><u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures</p>
Strand 3 Sub-Strand C. Economic	
Birth to 18 months	
Depend on others to provide for wants and needs. (C1)	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed</p> <p><u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed</p>
Develop an emerging sense of the meaning of the presence or absence of valued resources such as food or toys. (C2)	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed</p> <p><u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed</p>
18 months to 36 months	

Make choices. (C3)	<b>ATL 1-5 Shows Initiative</b> 1-Year Old: Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read) 2-Year Old: Initiates play with others
36 months to 48 months	
Develop awareness of jobs and what is required to perform them. (C4)	<b>SS 16-4 Learns about Community Roles and Jobs</b> 3-Year Old: Learns about family roles and relationships Pre-K: Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
48 months and older	
Demonstrate awareness of money being needed to purchase goods and services. (C5)	<b>SS 16-5 Learns about Government and Economics</b> Pre-K: Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
Identify tools (including technology) used at home, school, and work. (C6)	<b>CS 13-3 Learns Using Technology</b> 3-Year Old: Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet Pre-K: May be learning how to play educational games using a computer and keyboard or tablet
Develop awareness of economic concepts, including jobs, money, and tools. (C7)	<b>SS 16-5 Learns about Government and Economics</b> Pre-K: Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
Strand 3 Sub-Strand D. Families and Communities	
Birth to 18 months	
Engage with familiar adults. (D1)	<b>SED 5-1 Bonds with Adults</b> 1-3 mos: Enjoys interactions with familiar adults; smiles and laughs 4-7 mos: Knows and responds positively to familiar faces; begins to know if someone is a stranger 8-12 mos: Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar adults as resources; responds differently to familiar and unfamiliar adults
Demonstrate a beginning understanding of family/non-family. (D2)	<b>SED 5-1 Bonds with Adults</b> 1-3 mos: Enjoys interactions with familiar adults; smiles and laughs 4-7 mos: Knows and responds positively to familiar faces; begins to know if someone is a stranger 8-12 mos: Looks to familiar adults for emotional support and encouragement; sits with or hugs familiar adults; reacts when separated from familiar adults; sees familiar

	adults as resources; responds differently to familiar and unfamiliar adults
18 months to 36 months	
Develop beginning understanding of human interdependence. (D3)	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships
Expand relationships. (D4)	<b>SED 6-2 Bonds with Peers</b> <u>1-Year Old:</u> Participates in simple back and forth interactions with children; participates in simple imitation games, such as making similar sounds; plays next to other children (parallel play) <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers
Develop understanding of social customs by respecting others' contributions and ideas. (D5)	<b>SS 16-1 Explores Cultures</b> <u>2-Year Old:</u> Participates in experiential opportunities that are culturally diverse
36 months to 48 months	
Identify personal characteristics, including gender and family composition. (D6)	<b>SED 4-1 Develops Awareness of Self</b> <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Recognize ways in which people are alike and different. (D7)	<b>SS 16-1 Explores Cultures</b> <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work
Develop understanding of individual, family, culture, and community. (D8)	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships
48 months and older	
Exhibit positive citizenship behaviors such as sharing, taking turns, following rules, and taking responsibility for chores. (D9)	<b>ATL 2-2 Shows Responsibility</b> <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
Respect differences among people, such as gender, race, special needs, culture, language, and family structures. (D10)	<b>SS 16-1 Explores Cultures</b> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
Exhibit enhanced positive citizenship behaviors. (D11)	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures

<b>Fine Arts</b>	
Strand 1: Dance Arts	
Birth to 18 months	
Discover own body. (A1)	<b>SED 4-1 Develops Awareness of Self</b> <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet

	<p><u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement</p> <p><u>8-12 mos:</u> Enjoys watching self in mirror</p>
Respond in expressive ways to people and objects. (A2)	<p><b>CCA 21-3 Explores Movement and Dance</b></p> <p><u>8-12 mos:</u> May move when music is playing</p>
Learn about and have some control of body. (A3)	<p><b>PMP 17-1 Develops Perception &amp; Balance</b></p> <p><u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes</p> <p><u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands</p> <p><u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object</p>
Purposefully act on their environment. (A4)	<p><b>ATL 1-5 Shows Initiative</b></p> <p><u>8-12 mos:</u> Initiates activities, such as getting a toy independently from a low shelf or basket</p> <p><u>1-Year Old:</u> Points to desired people, objects or places; initiates activities (e.g., looking for a favorite toy, bringing a book to an adult to read)</p>
<b>18 months to 36 months</b>	
Have more control of body. (A5)	<p><b>CCA 21-3 Explores Movement and Dance</b></p> <p><u>1-Year Old:</u> May move when music is playing and “bounce” to the music</p> <p><u>2-Year Old:</u> Moves when music is playing; begins to move in time to music</p>
Become aware of position in space. (A6)	<p><b>CM 12-2 Develops Spatial Awareness</b></p> <p><u>8-12 mos:</u> Explores ways objects and people move and fit in space</p> <p><u>1-Year Old:</u> Is learning how shapes fit together, such as working with shape sorters or knob puzzles</p>
<b>36 months to 48 months</b>	
Express feelings and ideas through drama and movement. (A7)	<p><b>CCA 21-3 Explores Movement and Dance</b></p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p>
<b>48 months and older</b>	
Participate in creative movement, dance, and drama. (A8)	<p><b>CCA 21-3 Explores Movement and Dance</b></p> <p><u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
Show creativity using their bodies. (A9)	<p><b>CCA 21-3 Explores Movement and Dance</b></p> <p><u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
<b>Strand 2: Music</b>	
<b>Birth to 18 months</b>	
Respond to sounds. (B1)	<p><b>CCA 21-2 Explores Music</b></p> <p><u>1-3 mos:</u> Listens and responds to singing and music</p> <p><u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas</p> <p><u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds</p>
Begin to imitate sounds. (B2)	<p><b>LC 7-3 Develops Phonemic Awareness</b></p> <p><u>4-7 mos:</u> Pays attention during songs and chanted rhymes</p>

	<u>8-12 mos:</u> Listens and responds to rhymes and rhythms, including songs and chanted rhymes
Experiment with a variety of sound sources (e.g., rattles, bells). (B3)	<b>CCA 21-2 Explores Music</b> <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds
Prefer repetition of familiar songs and rhythmic patterns. (B4)	<b>CCA 21-2 Explores Music</b> <u>1-3 mos:</u> Listens and responds to singing and music <u>4-7 mos:</u> Explores musical instruments; bangs toy piano; rattles maracas <u>8-12 mos:</u> Plays with musical toys; may show preference for different sounds
18 months to 36 months	
Participate in group music experiences (e.g., singing, finger plays, chants, musical instruments). (B5)	<b>CCA 21-2 Explores Music</b> <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time
Explore simple songs using voice and/or instruments. (B6)	<b>CCA 21-2 Explores Music</b> <u>1-Year Old:</u> Shows interest in and participates in a wide variety of music and songs <u>2-Year Old:</u> Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time
36 months to 48 months	
Participate with increasing interest and enjoyment in a variety of music activities, including listening, games, and performances. (B7)	<b>CCA 21-2 Explores Music</b> <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
Use music as an avenue to express thoughts, feelings, and energy. (B8)	<b>CCA 21-2 Explores Music</b> <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
48 months and older	
Show interest in more complicated instruments (e.g., piano, guitar). (B9)	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Respond to variations in music – pitch, volume, tempo, beat, rhythm, and pattern. (B10)	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Strand 3 Theater Arts	
Birth to 18 months	
Discover own body. (C1)	<b>SED 4-1 Develops Awareness of Self</b> <u>1-3 mos:</u> Shows interest in self, such as watching own hands or playing with feet

	<p><u>4-7 mos:</u> Learns about self by exploring hands, feet, body, and movement</p> <p><u>8-12 mos:</u> Enjoys watching self in mirror</p>
Imitate sounds, facial expressions, and gestures of another person. (C2)	<p><b>SED 5-2 Learns from Adults</b></p> <p><u>1-3 mos:</u> Imitates some facial expressions</p> <p><u>4-7 mos:</u> Participates in reciprocal imitation games; copies adult sounds, movements, or facial expressions</p> <p><u>8-12 mos:</u> Mirrors caregiver's non-verbal communication, such as looking where the caregiver is looking or pointing where the caregiver is pointing</p>
Communicate words or concepts through movement. (C3)	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><u>1-3 mos:</u> Alerts caregivers when there is a need, such as crying when awake or needing to be changed; begins to babble, coo or gurgle; may imitate some sounds</p> <p><u>4-7 mos:</u> Imitates sounds or gestures; uses different cries for different needs, such as when tired or when needing to be changed; uses vocal tone to express joy and displeasure</p> <p><u>8-12 mos:</u> Progresses from babbling with inflection to first words; uses exclamations like "uh-oh"; may sign certain words; may shake head for "no"; uses sounds, gestures, or actions to express needs and wants</p>
Purposefully act on the environment. (C4)	<p><b>CS 14-2 Makes Predictions</b></p> <p><u>8-12 mos:</u> Interacts purposefully with objects to cause an expected result, such as pushing a button on a toy to make a sound</p>
<b>18 months to 36 months</b>	
Imitate what others do. (C5)	<p><b>SED 5-2 Learns from Adults</b></p> <p><u>1-Year Old:</u> Demonstrates interest in adult behavior, such as by saying "hello" and "goodbye" when coming and going</p> <p><u>2-Year Old:</u> Uses role play to imitate behaviors by familiar adults</p>
Engage in pretend play. (C6)	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>1-Year Old:</u> Uses imitation or pretend play to express creativity and imagination</p> <p><u>2-Year Old:</u> Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others</p>
<b>36 months to 48 months</b>	
Understand that objects, photos, or illustrations can stand for real things. (C7)	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>
<b>48 months and older</b>	
Participate with others in dramatic play, negotiating roles and setting up events. (C8)	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
Tell about and/or role-play characters from familiar stories or known people and own imagination. (C9)	<p><b>CCA 21-4 Participates in Dramatic Play</b></p>

	<u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
Enact or depict coherent stories with interactive roles and multiple episodes. (C10)	<b>CCA 21-4 Participates in Dramatic Play</b> <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
<b>Strand 4 Visual Arts</b>	
<b>Birth to 18 months</b>	
Focus on and show interest in objects in the environment. (D1)	<b>CCA 21-1 Explores Art Media</b> <u>1-3 mos:</u> Is learning in a creative environment with opportunity to study colors and shapes <u>4-7 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials
Explore the texture of different mediums (e.g., fabrics of different textures). (D2)	<b>CCA 21-1 Explores Art Media</b> <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials
<b>18 months to 36 months</b>	
Gain control in grasping simple art tools. (D3)	<b>CCA 21-1 Explores Art Media</b> <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions
Experiment with a variety of art materials (e.g., paint, markers, crayons, pencils, dough). (D4)	<b>CCA 21-1 Explores Art Media</b> <u>1-Year Old:</u> Uses art materials; makes marks with a crayon; finger paints <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions
<b>36 months to 48 months</b>	
Explore colors and shapes of objects. (D5)	<b>CCA 21-1 Explores Art Media</b> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
Create art to express and represent what they know, think, believe, or feel. (D6)	<b>CCA 21-1 Explores Art Media</b> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
<b>48 months and older</b>	
Develop ability to plan, to work alone and with others, and to demonstrate care and persistence in a variety of art projects. (D7)	<b>CCA 21-1 Explores Art Media</b> <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
Respond to artistic creations or events. (D8)	<b>CCA 21-1 Explores Art Media</b> <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
Create drawings, paintings, models, and other art creations that are more detailed, creative or realistic. (D9)	<b>CCA 21-1 Explores Art Media</b> <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of

	others and art events; shares opinions, likes, and dislikes
Understand and develop the vocabulary to share opinions about artistic creations and experiences. (D10)	<b>CCA 21-1 Explores Art Media</b> <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes

<b>Physical Development and Health</b>	
<b>Strand 1: Gross Motor Development</b>	
<b>Birth to 18 months</b>	
Demonstrate beginning signs of balance, control, and coordination. (A1)	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
Demonstrate proficiency in rolling over, sitting, crawling. (A2)	<b>PMP 17-2 Develops Lower Body Strength</b> <u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects <u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking
Demonstrate improved balance, control, and coordination. (A3)	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-3 mos:</u> From stomach position is able to lift head; follows moving objects with eyes <u>4-7 mos:</u> Reaches for objects; sits with and then without support of hands <u>8-12 mos:</u> Balances body in seated, crawling, or supported standing positions; moves toward out-of-reach object
<b>18 months to 36 months</b>	
Coordinate movements in grabbing, rolling, tossing, and throwing. (A4)	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>1-Year Old:</u> Climbs on furniture and crawls up and down stairs unassisted; can easily change body positions <u>2-Year Old:</u> Walks up and down stairs with help; participates in physical activities indoors and outdoors
Move with some balance and control. (A5)	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping <u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion
<b>36 months to 48 months</b>	
Show increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. (A6)	<b>PMP 17-2 Develops Lower Body Strength</b> <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds

Coordinate movements in more complex gross motor tasks, such as throwing, catching, kicking, bouncing balls, and using the slide and swing. (A7)	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <u>3-Year Old:</u> Can go up climbing wall; catches a ball that has been bounced; throws a ball overhead
Make successful transitions between sequential motor skills. (A8)	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
48 months and older	
Coordinate movements to perform simple tasks. (A9)	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <u>Pre-K:</u> Can use monkey bars; catches a ball that has been bounced; throws a ball overhead
Demonstrate increasing stamina, endurance, control, balance, and coordination. (A10)	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
Use balance and control to perform large motor tasks. (A11)	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
Coordinate movements to perform more complex tasks. (A12)	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
<b>Strand 2: Fine Motor Development</b>	
Birth to 18 months	
Develop some ability to grasp and hold a variety of objects. (B1)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>1-3 mos:</u> Opens and shuts hands <u>4-7 mos:</u> Turns objects in hands; uses hands or feet to make contact with objects or people <u>8-12 mos:</u> Uses hands for more complex tasks, such as rotating objects, releasing objects, and feeling textures
Demonstrate beginning signs of strength, control, and eye-hand coordination. (B2)	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>1-3 mos:</u> Grasps objects <u>4-7 mos:</u> Grasps and releases objects from grasp <u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects
18 months to 36 months	
Improve eye-hand coordination in reaching for and grasping objects, and filling and dumping. (B3)	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>1-Year Old:</u> Demonstrates increasing fine motor ability, such as putting pegs into holes <u>2-Year Old:</u> Demonstrates hand-eye coordination when doing knob puzzles or turning pages
36 months to 48 months	
Demonstrate growing strength, dexterity, and control needed to perform a variety of fine motor tasks. (B4)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>

	<u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Demonstrate advancing strength, control, and eye-hand coordination. (B5)	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads
Use strength and control to perform simple tasks. (B6)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
48 months and older	
Use eye-hand coordination to perform simple tasks. (B7)	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
Imitate writing by scribbling, usually without regard to direction or location. (B8)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Show beginning control of writing, drawing, and art tools. (B9)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Persist in accomplishing more difficult fine motor tasks. (B10)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Progress in abilities to use writing, drawing and art tools and various types of technology. (B11)	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
<b>Strand 3: Health and Well-Being</b>	
Birth to 18 months	
Demonstrate beginning participation in selfcare. (C1)	<b>PMP 19-2 Develops Self-Care Skills</b> <u>1-3 mos:</u> Lets caregivers know when there is a need, such as crying when awake or needing to be changed <u>4-7 mos:</u> Uses different cries for different needs, such as when tired or when needing to be changed <u>8-12 mos:</u> Helps with daily routines, such as washing hands and getting dressed
Consume a variety of nutritious foods from all food groups with assistance. (C2)	<b>PMP 20-1 Learns about Nutrition</b> <u>1-3 mos:</u> Is receiving a nutritious, age-appropriate diet of breastmilk and/or formula on an appropriate schedule <u>4-7 mos:</u> Diet includes some cereals and healthy baby food on an appropriate schedule

	<u>8-12 mos:</u> Diet includes healthy, nutritionally balanced solid food on an appropriate schedule
<b>18 months to 36 months</b>	
Participate in basic health and safety routines. (C3)	<p><b>PMP 19-2 Develops Self-Care Skills</b>  <u>1-Year Old:</u> Shows increasing independence, such as dressing with help  <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth</p> <p><b>PMP 20-2 Learns Safety Rules</b>  <u>1-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands classroom rules  <u>2-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher’s instructions with assistance</p>
Recognize and communicate health-related needs and/or interests. (C4)	<p><b>PMP 20-1 Learns about Nutrition</b>  <u>1-Year Old:</u> Is on a consistent schedule of three healthy meals per day, and may include a light, nutritious snack  <u>2-Year Old:</u> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack</p>
<b>36 months to 48 months</b>	
Show increased physical growth, strength, stamina, and flexibility. (C5)	<p><b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>  <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest</p>
Demonstrate increased participation in selfcare. (C6)	<p><b>PMP 19-2 Develops Self-Care Skills</b>  <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
Demonstrate personal health and hygiene skills and understand that these practices help to maintain good health. (C7)	<p><b>PMP 19-2 Develops Self-Care Skills</b>  <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p>
<b>48 months and older</b>	
Show awareness of healthy eating habits. (C8)	<p><b>PMP 20-1 Learns about Nutrition</b>  <u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures</p>
Participate actively in games, outdoor play, and other forms of exercise. (C9)	<p><b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>  <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise</p>
Identify harmful objects, substances, or behaviors. (C10)	<p><b>PMP 20-2 Learns Safety Rules</b>  <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher’s instructions</p>

Be aware of and follow universal safety rules. (C11)	<p><b>PMP 20-2 Learns Safety Rules</b>  <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions</p>
Perform self-care tasks independently. (C12)	<p><b>PMP 19-2 Develops Self-Care Skills</b>  <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p>
Identify body parts and understand their functions. (C13)	<p><b>LC 7-4 Expands Vocabulary</b>  <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)</p>
	<p><b>SED 4-1 Develops Awareness of Self</b>  <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)</p>
Demonstrate the stamina and energy to participate in daily activities. (C14)	<p><b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>  <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise</p>

**DISCLAIMER:**

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

[contact@lifecubby.me](mailto:contact@lifecubby.me)