



Alignment of

The Creative Curriculum®
for Infants, Toddlers & Twos



WITH

**Alignment of *The Creative Curriculum*[®] for Infants, Toddlers & Twos
With
*Washington State Early Learning and Development Guidelines***

This document aligns the content in the *Washington State Early Learning and Development Guidelines* with the goals and ideals of *The Creative Curriculum*[®] for *Infants, Toddlers & Twos*. *The Creative Curriculum*[®] for *Infants, Toddlers & Twos* is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

Teaching Strategies, LLC. (2011). *The Creative Curriculum*[®] for infants, toddlers & twos. Washington, DC: Author.

Washington State Department of Early Learning. (2012) *Washington State early learning and development guidelines Birth through 3rd grade*. Olympia, WA: Author. Retrieved April 30, 2013 from <http://www.del.wa.gov/publications/development/docs/guidelines.pdf>

Washington State Early Learning and Development Guidelines	How <i>The Creative Curriculum</i>® for Infants, Toddlers & Twos meets Washington State Early Learning and Development Guidelines
Young Infants (Birth to 11 Months)	
1. About me and my family and culture	
Family and culture	
Young Infants develop trusting relationships with familiar adults	
Show preference for primary caregivers.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Smile at, make sounds, and move body to interact with caregivers. Smile, wave or laugh to respond to friendly adults.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Respond to caregiver's face, words and touch.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Cry to express or relieve self of a variety of feelings; cry may increase when caregiver listens and responds to child's need.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Feel safe releasing feelings (such as by crying, trembling, etc.) in the presence of a familiar adult.	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self
Cry when caregiver is not in sight or cling to caregiver when strangers are nearby.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Self concept	
Respond with movement and/or sounds when someone speaks the child's name.	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others

Explore own toes and fingers.	Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects
Repeat an action to get more effect (such as wriggling in the crib to shake a mobile hanging above, smiling and cooing to get the caregiver to smile back).	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Show pride (face “lights up”) at own behavior.	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self
Self management	
Young Infants efficiently release tension through babbling, crying, trembling, yawning and laughing.	
Cry, make sounds and move body to let caregiver know of the need for help, attention or comfort.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Respond by relaxing or crying harder when adult pays attention. Grow more confident when encouraged to release feelings.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Use sounds, facial expressions, and body movements to connect with others and with objects in the environment.	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self
Hold caregiver’s attention by babbling, looking at face, etc.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Look away at times to control the timing of the interaction.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Young Infants begin to calm their own feelings.	
Use adult to reassure self by cuddling, grasping adult’s finger, etc.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world

Comfort self by cooing, babbling, or by clutching, sucking or stroking a favorite blanket or other item.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Young Infants use a trusted adult as a secure base from which to explore	
Move away from adult by rolling, scooting, etc.; look back at adult.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Look for caregiver's response in uncertain situations or when trying something new.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Wait briefly to touch or eat something in response to caregiver's direction.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Young Infants begin to notice routines	
Participate in repeated routines, such as lifting arms toward caregiver to be picked up.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Learning about learning	
Young Infants observe and explore their surroundings	
Explore own body (such as reaching for toes); explore the face and body of caregivers (such as touching ears, hair, hands).	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Show preference for certain toys and activities.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Show interest in exploring, feeling and looking at objects new to the child.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment

Use all senses to explore.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Begin to act bored (cry, fussy) if activity doesn't change.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Start interactions with familiar adults and children (such as by smiling or making sounds).	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Start to show the ability to briefly hold in mind a memory of people and things that are out of sight.	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
2. Building relationships	
Interactions with adults	
Smile at adults.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Respond to contact with adults, and later, initiate, by using vocalization, facial expressions and body movement.	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self
Enjoy playing with adults (shown by happy gestures, smiles, gurgles, etc.).	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Interactions with children	
Smile at other children.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Initiate contact with other children with vocalizations, facial expressions and body movements.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions

Enjoy interacting with other children (shown by happy gestures, smiles, gurgles, etc.).	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Social behavior	
Notice others' physical characteristics (such as by patting a sibling's hair).	Demonstrates knowledge about self
Notice emotional expressions of adults and other children. Imitate facial expressions.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Play social games.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
Lift head; lift head and chest with weight on hands, when lying on stomach.	Demonstrates balancing skills Balances while exploring immediate environment
Hold head upright and steady without support.	Demonstrates balancing skills Balances while exploring immediate environment
When lying on back, bend at hips to lift feet, reach with hands and arms, move head side to side; begin to notice own hands.	Demonstrates balancing skills Balances while exploring immediate environment
Roll from back to side, back to front and front to back with increasing control.	Demonstrates traveling skills Moves to explore immediate environment
Move to explore (roll, crawl, scoot, creep).	Demonstrates traveling skills Moves to explore immediate environment
Sit with support; and later, sit without support.	Demonstrates traveling skills Moves to explore immediate environment
Stand with support.	Demonstrates traveling skills Moves to explore immediate environment

Using the small muscles (fine motor skills)	
Grasp caregiver's fingers.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Play with own hands by touching them together.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Reach for toys, objects and bottles with both hands.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Transfer toys or objects from hand to hand.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Reach, grasp and release objects.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Using the senses (sensorimotor skills)	
Turn toward sound and touch.	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others
Focus eyes on near and far objects; recognize familiar people and things at a distance.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Follow moving things with eyes.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Explore things nearby with mouth and hands.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully

Actively play, exploring and interacting with what's nearby.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
4. Growing up healthy	
Daily living skills (personal health and hygiene)	
Soothe self and fall asleep.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Participate in dressing.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Nutrition and health	
Help caregiver hold the bottle.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Chew and bite; eat finger foods.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Safety	
Prefer caregiver over a stranger.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Stop/wait when caregiver says "no" or gives a nonverbal cue for alarm/danger.	Regulates own emotions and behaviors Follows limits and expectations Responds to changes in an adult's tone of voice and expression

5. Communicating (literacy)	
Speaking and listening (language development)	
Show interest in speech of others.	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others
Cry, coo and make other sounds.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Cry in different ways depending on whether hungry, in pain or tired.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Imitate adult facial expressions.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Respond when the child's name is called.	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others
Vocalize, squeal, laugh and gesture to communicate.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Babble, try to talk and copy sounds.	Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds
Begin to say consonant sounds, such as "m," "b."	Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds
Pay attention to what adult is looking at or pointing to.	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others

Use a variety of sounds to express emotions.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Reach and point to communicate.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Follow simple requests.	Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice
Take turn in “conversation” or vocal play with adults.	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Say first word.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
Reading	
Imitate sounds of language.	Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice
Show awareness of the sounds of spoken words by focusing on the person speaking.	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others
Explore books’ physical features (such as by chewing on cloth books).	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
Focus attention for a short period of time when looking at books.	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books

6. Learning about my world	
Knowledge (cognition)	
Pay attention to sights and sounds.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Look for dropped object.	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Gaze at and track an object with his/her eyes.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Act to trigger a pleasing sight, sound or motion, such as kicking at a mobile; repeat actions many times to cause a desired effect.	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Show curiosity about things and try to get things that are out of reach.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Imitate sounds; imitate actions, such as clapping hands, pushing a toy.	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Search for a hidden object.	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Math	
Play with toys and things of different sizes and shapes.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment

Science	
Use the senses (mouthing, watching, grasping, reaching) to get information and explore what's nearby.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Use more than one sense at a time, such as when looking at, feeling and shaking a rattle.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Repeat behaviors to figure out cause and effect. For example, a toy released high always goes down (law of gravity).	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Enjoy filling containers and dumping them out.	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Show interest in animals and pictures of animals.	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs Demonstrates knowledge of the characteristics of living things
Social Studies	
Show interest in people.	Shows basic understanding of people and how they live
Notice daily routines.	Explores change related to familiar people or places
Arts	
Gaze at pictures, photos and mirror images.	Explores the visual arts
Show interest in sounds, tones, voices, music, colors and shapes.	Explores musical concepts and expression
Notice and move to music and/or rhythms.	Explores dance and movement concepts

Older Infants (9 to 18 Months)	
1. About me and my family and culture	
Family and culture	
Older Infants develop trusting relationships with familiar adults	
Respond when someone speaks the child's name.	<ul style="list-style-type: none"> Listens to and understands increasingly complex language Comprehends language <ul style="list-style-type: none"> Shows an interest in the speech of others
Seek out trusted caregiver(s) for comfort and support.	<ul style="list-style-type: none"> Regulates own emotions and behaviors Manages feelings <ul style="list-style-type: none"> Comforts self by seeking out special object or person
Demonstrate fear of unknown people and places.	<ul style="list-style-type: none"> Establishes and sustains positive relationships Forms relationships with adults <ul style="list-style-type: none"> Uses trusted adult as a secure base from which to explore the world
Self concept	
Older Infants show their preferences	
Protest when does not want to do something; know what he or she likes to do.	<ul style="list-style-type: none"> Regulates own emotions and behaviors Follows limits and expectations <ul style="list-style-type: none"> Accepts redirection from adults
Point to indicate what he or she wants.	<ul style="list-style-type: none"> Regulates own emotions and behaviors Takes care of own needs appropriately <ul style="list-style-type: none"> Seeks to do things for self
Choose things to play with.	<ul style="list-style-type: none"> Demonstrates positive approaches to learning Shows curiosity and motivation <ul style="list-style-type: none"> Uses senses to explore the immediate environment
Try to do things on own. Show joy when completing a simple task.	<ul style="list-style-type: none"> Regulates own emotions and behaviors Takes care of own needs appropriately <ul style="list-style-type: none"> Seeks to do things for self

Self management	
Older Infants use trusted adult as a secure base from which to explore	
Look for caregiver's response in uncertain situations or when trying something new. Test caregiver's response, such as reaching for a forbidden object, then looking to see how caregiver responds.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Move away from caregiver to explore environment; may do so repeatedly.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Pay attention to an object a caregiver is looking at or talking about.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Make an effort at times to reengage a caregiver's attention if he or she is distracted.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Older Infants begin to participate in repeated routines	
Participate in repeated routines, such as lifting arms toward caregiver to be picked up.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Follow some rules and routines, and simple directions.	Listens to and understands increasingly complex language Follows directions Follows simple requests not accompanied by gestures
Older infants continue to express emotions	
Either relax or cry harder when adult pays attention. Grow more confident when encouraged to release strong feelings.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Express and respond to a variety of emotions.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions

Learning to learn	
Use all senses and a variety of motions to explore.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Learn through play and interaction with others.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Try different approaches to reaching a desired object or achieving a goal.	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
Make creative use of items, such as turning a bucket upside down to be the base for a tower.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Actively play games with caregivers that involve repetition, such as peek-a-boo; anticipate own turn.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Experiment to see if objects have the same effects, such as shaking a stuffed animal to see if it makes a noise like a rattle.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
Apply something already learned to something new, such as banging on a drum to make a sound, then banging on a bucket.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Repeat a simple activity until successful.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
Say focused on an activity for a sustained period of time.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

Begin to be able to hold information in mind (such as the location of a hidden object) and keep track of simple changes (track the movement of a hidden object).	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
2. Building relationships	
Interactions with adults	
Enjoy playing with adults.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Follow adult's pointing or gaze to share the same activity or topic.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Initiate interactions by smiling, with vocalizations or gestures.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Interactions with peers	
Respond to others' smiles and emotions. React when someone is crying or upset.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Show interest in other children by watching and trying to imitate them (such as following an older sibling around).	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Recognize other children, their names and their family members.	Demonstrates knowledge about self
Social behavior	
Laugh when others laugh.	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others

Interact with children; notice similarities and differences.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions Demonstrates knowledge about self
Take turns in social games.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Responds appropriately to others' expressions of wants
Problem solving, conflict resolution	
Accept adults stepping in when there are disputes over toys and play.	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
Rock back and forth on hands and knees; creep or crawl.	Demonstrates traveling skills Moves to explore immediate environment
Pull self up to a stand, holding onto something or someone.	Demonstrates balancing skills Experiments with different ways of balancing
Walk holding onto furniture ("cruising").	Demonstrates traveling skills Moves to explore immediate environment
Walk.	Demonstrates traveling skills Experiments with different ways of moving
Climb.	Demonstrates traveling skills Experiments with different ways of moving

Dance or move to music.	Demonstrates traveling skills Experiments with different ways of moving Explores dance and movement concepts
Using the small muscles (fine motor skills)	
Use fingers and toes in play.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Manipulate balls and other toys. Enjoy using different ways to manipulate, such as pounding, tapping, etc.	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Pick up things (such as cereal O's) between thumb and forefinger.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Coordinate eye and hand movements, such as putting things into a box.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Using the senses (sensorimotor skills)	
Use sense of smell, touch, taste, sight and hearing to experience objects.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Enjoy exploring and responding to different textures, such as hard tabletops or soft cushions.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment

4. Growing up healthy	
Daily living skills (personal health and hygiene)	
Begin to be aware of own needs (cry when need changing, get blanket when tired, etc.).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Soothe self and fall asleep.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Help with dressing, undressing and diapering.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Wash and dry hands, with help.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Nutrition and health	
Grasp and drink from a cup.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Feed self with a spoon.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Eat finger foods.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Eat a variety of nutritious foods.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Be able to control the speed of eating.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

Safety	
Be able to tell who are his or her main caregivers and family, and who are strangers.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Be distracted from unsafe behavior with words (such as “no-no” or “stop”) or signals from adults.	Regulates own emotions and behaviors Follows limits and expectations Responds to changes in an adult’s tone of voice and expression
Look to adults before initiating an unsafe behavior.	Regulates own emotions and behaviors Follows limits and expectations Responds to changes in an adult’s tone of voice and expression
5. Communicating (literacy)	
Speaking and listening (language development)	
Turn to the person speaking, and pay attention to what the speaker is looking at or pointing to.	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others
Turn, stop or speak when name is called.	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others
Respond appropriately to familiar words (such as clapping when caregiver says “Clap”).	Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice
Point to familiar persons and things in answer to the question “Where is _____?”	Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice

Use words, sounds and gestures to get attention, make requests, comment, greet.	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p> <p>Uses appropriate conversational and other communication skills Uses social rules of language Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
Use consistent sounds to indicate a specific person or thing, such as saying “dada” for daddy.	<p>Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people</p>
Name familiar people, animals and objects.	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p>
Use eight to 20 understandable words in home language.	<p>Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people</p>
Use single-word speech (such as saying “Up” to be picked up) and short, two-word sentences (“Me go.”).	<p>Uses language to express thoughts and needs Uses conventional grammar Uses one- or two-word sentences or phrases</p>
If learning two languages, may not use words in the second language, but communicate with gestures and facial expressions.	Demonstrates progress in speaking English
Take part in simple conversations.	<p>Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations</p>
Enjoy following single-step directions. (“Bring me the ball”)	<p>Listens to and understands increasingly complex language Follows directions Follows simple requests not accompanied by gestures</p>

Reading	
Make the sounds of familiar words when read to.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time
Point to pictures and words in book; have favorite books; increasingly able to handle books, with help; try to turn pages.	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
Bring a book to an adult to read aloud.	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
Focus attention for a short period of time when looking at books.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Participate in stories, songs, finger plays and rhymes.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Writing	
Scribble or make marks on paper without help.	Demonstrates emergent writing skills Writes to convey meaning Scribbles or marks
Grasp marker or crayon with fist and mark on paper in any location.	Demonstrates emergent writing skills Writes to convey meaning Scribbles or marks

6. Learning about my world	
Knowledge (cognition)	
Observe others' activities. Then imitate their actions, gestures and sounds.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Use imitation to make a desired effect, such as activating a toy, or obtaining an object.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Explore things in many ways, such a shaking, banging, poking and throwing.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Enjoy playing hiding games; locate an object that has been hidden from view.	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Use objects as intended, such as pushing buttons on a toy phone, or drinking from a cup.	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
Use objects as a means to an end, such as using a bucket to take toys from one place to another.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Seek caregiver's help by making sounds, words, facial expressions or gestures to obtain an object or start an activity.	Uses language to express thoughts and needs Uses conventional grammar Uses one- or two-word sentences or phrases
Match similar objects.	Uses classification skills Matches similar objects
Begin make-believe play and imitate the actions of others, such as rocking and feeding a baby doll.	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props

Explore objects in nonconventional ways.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Math	
Understand the idea of “more” related to food or play. Use gestures to ask for more.	Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more
Imitate rote counting using some names of numbers.	Uses number concepts and operations Counts Verbally counts (not always in the correct order)
Play with toys and objects of different size and shape.	Explores and describes spatial relationships and shapes Understands shapes Matches two identical shapes
Put things together, such as simple matching puzzles, nesting cups.	Explores and describes spatial relationships and shapes Understands shapes Matches two identical shapes
Follow simple directions that use words like “in,” “on,” “up” and “down.”	Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to position (in, on, under, up, down)
Science	
Take action to achieve a goal, such as fitting puzzle pieces together, or activating a toy.	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
Express surprise and delight to play outdoors and with natural elements, such as water, sand and mud.	Demonstrates knowledge of Earth’s environment
Express excitement when seeing animals, birds and fish. Show interest in animals and representations of animals.	Demonstrates knowledge of the characteristics of living things
Notice the characteristics of natural things, such as leaves, or events, such as rain or wind.	Demonstrates knowledge of Earth’s environment

Respond to caregiver's guidance on how to act appropriately toward and around living things.	Demonstrates knowledge of the characteristics of living things
Enjoy using or playing with technology objects, such as a wind-up toy.	Uses tools and other technology to perform tasks
Social Studies	
Be eager for regular daily activities.	Explores change related to familiar people or places
Recognize the start and end of an event (such as by clapping at the end of a song).	Explores change related to familiar people or places
Recognize some familiar places, such as home, store, grandma's house.	Demonstrates simple geographic knowledge
Arts	
Try a variety of art materials, such as paint, crayons, markers, play dough, clay.	Explores the visual arts
Try a variety of sound sources, such as rattles, bells, drums.	Explores musical concepts and expression
Show interest in sounds, tones, voices, music, colors and shapes.	Explores the visual arts Explores musical concepts and expression
Enjoy rhythms and movement.	Explores dance and movement concepts

Toddlers (16 to 36 Months)	
1. About me and my family and culture	
Family and culture	
Have a relationship with caregivers or family other than the parents or main caregiver.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Show preference for familiar adults and peers.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults Establishes and sustains positive relationships Makes friends Seeks a preferred playmate; shows pleasure when seeing a friend
Feel comfortable in a variety of places with familiar adults (such as at home, in the car, store or playground).	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Express caution or fear toward unfamiliar people.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Recognize roles within the family.	Demonstrates knowledge about self
Participate in family routines.	Demonstrates knowledge about self
Enjoy stories, songs and poems about a variety of people and cultures.	Shows basic understanding of people and how they live
Self concept	
Separate from main caregiver when in familiar settings outside the home.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Recognize and call attention to self in a mirror or in photographs.	Demonstrates knowledge about self
Show awareness of being seen by others (such as repeating an action when sees someone is watching).	Demonstrates knowledge about self

Show self-confidence; try new things.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Make choices (such as what clothes to wear) and have favorite books, toys and activities.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Take pride in showing completed projects (such as a drawing or stack of blocks) to caregiver.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Name and express many emotions in self, familiar people, pets.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
Seek the comfort of adults significant to him/her when in new or uncomfortable situations, or needing help, or feeling strong emotions.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Self management	
Remember and follow simple routines and rules some of the time.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Direct others to follow simple rules and routines, even when he or she does not follow them.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Have trouble learning new behavior when routines are changed.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Respond well to adult guidance, most of the time. Test limits and try to be independent.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Stop an activity or avoid doing something if directed.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults

Express strong feelings through tantrums.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
Do things the child has been told not to do.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Show growing ability to remember past experiences and tell an adult about them, including information about simple emotions.	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Learning to learn	
Actively explore the environment.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Ask questions.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
Try new ways of doing things. Experiment with the effect of own actions on objects and people.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Insist on some choices. Choose an activity and keep at it for longer periods of time.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Want to do favorite activities over and over.	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Seek and accept help when encountering a problem.	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it

Invent new ways to use everyday items.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Enjoy pretend play and creating things.	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
Change behavior based on something the child learned before.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
2. Building relationships	
Interactions with adults	
Start interactions and play with adults.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Seek out attention from adults.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Enjoy turn-taking games with caregivers and may direct adult in his or her role.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
Interactions with peers	
Play side-by-side with another child, at times.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Remember and use the names of familiar peers.	Establishes and sustains positive relationships Makes friends Seeks a preferred playmate; shows pleasure when seeing a friend
Start interacting with peers. Show interest in and call them by name. Recognize and want to be with playmates the child knows. Observe and imitate other children's play.	Establishes and sustains positive relationships Makes friends Seeks a preferred playmate; shows pleasure when seeing a friend

Begin to include other children in play, such as chase games.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
Give child opportunities to play with other children. Provide toys or activities that two or more children can play with at once.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Social behavior	
Be excited to see friends and familiar people. Have a preferred playmate.	Establishes and sustains positive relationships Makes friends Seeks a preferred playmate; shows pleasure when seeing a friend
Notice when someone familiar is absent (“Where is Simon?”).	Demonstrates knowledge about self
Notice when others are happy or sad and name emotions. (“Mia sad.”)	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
Notice that what the child likes might not be the same as what others like.	Establishes and sustains positive relationships Responds to emotional cues Recognizes that others’ feelings about a situation might be different from his or her own
Follow family routines, such as what the family does at dinner time.	Demonstrates knowledge about self
Be upset when family routines are not followed or change.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
Start to act appropriately as a member of various communities, such as family, classroom, neighborhood, faith community.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Help with simple chores in the family or classroom community.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

Problem solving, conflict resolution	
Find it hard to wait for a turn. Use adult help to share and take turns.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
Respond appropriately (most of the time) when another child expresses wants, such as to look at a book with him or her.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Responds appropriately to others' expressions of wants
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
Walk and run well, or use a mobility device, if needed. Change speed and direction.	Demonstrates traveling skills Moves purposefully from place to place with control
Climb into and out of bed or onto a steady chair.	Demonstrates traveling skills Moves purposefully from place to place with control
Jump up and down. Squat. Stand on tiptoe.	Demonstrates balancing skills Experiments with different ways of balancing
Pull toys while walking.	Demonstrates traveling skills Moves purposefully from place to place with control
Walk up and down stairs one at a time.	Demonstrates traveling skills Moves purposefully from place to place with control
Kick a ball that is not moving.	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
Throw a ball or beanbag. Catch a large, bounced ball against the body.	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
Enjoy being active. Join in active games, dance, outdoor play and other physical activity.	Demonstrates traveling skills Moves purposefully from place to place with control
Using the small muscles (fine motor skills)	
Reach, grasp and release with more control.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements

Use tools such as spoon, crayon, toy hammer.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Use fingers to paint, play with clay, line up blocks. Stack a few blocks.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Grasp small items with thumb and finger.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Nest up to five cups or other items.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Using the senses (sensorimotor skills)	
Dance or move to music and rhythms.	Demonstrates traveling skills Moves purposefully from place to place with control Explores dance and movement concepts
Show eye-hand coordination—build with blocks, work simple puzzles, string large beads, put together and take apart items like pop beads.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Become aware of where the body is in relation to other things, such as walking around a table without bumping into it.	Demonstrates traveling skills Moves purposefully from place to place with control
4. Growing up healthy	
Daily living skills (personal health and hygiene)	
Want to take care of self.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Dress and undress completely (except for fasteners), with help.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

Have sleeping routines, such as getting and arranging soft toys to take to bed.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Sleep well. Wake up rested and ready to be active.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Show interest in toilet training. Use the toilet by about age 3 years, with help.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Cooperate with tooth-brushing.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Give the child opportunities to do daily living skills by self, such as dressing and undressing, helping with brushing teeth, washing and bathing, wiping nose.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Nutrition and health	
Feed self with a spoon, without help.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Feed self a sandwich, taking bites.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Recognize and eat a variety of healthy foods. Choose among food options.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Name five or six of own body parts.	Demonstrates knowledge about self
Safety	
Recognize safety rules, but not always follow them.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

5. Communicating (literacy)	
Speaking and listening (language development)	
Respond appropriately to familiar words. Respond to directions that include verbs, such as run, jump, reach, open.	<ul style="list-style-type: none"> Listens to and understands increasingly complex language Follows directions <ul style="list-style-type: none"> Follows directions of two or more steps that relate to familiar objects and experiences
Touch correct body parts in songs or games where you identify parts of the body.	<ul style="list-style-type: none"> Demonstrates knowledge about self
Enjoy learning new words.	<ul style="list-style-type: none"> Uses language to express thoughts and needs Uses an expanding expressive vocabulary <ul style="list-style-type: none"> Describes and tells the use of many familiar items
Point to and name objects when told their use (“What do you drink with?”).	<ul style="list-style-type: none"> Uses language to express thoughts and needs Uses an expanding expressive vocabulary <ul style="list-style-type: none"> Describes and tells the use of many familiar items
Name items in a picture book, such as a cat or tree.	<ul style="list-style-type: none"> Uses language to express thoughts and needs Uses an expanding expressive vocabulary <ul style="list-style-type: none"> Describes and tells the use of many familiar items
Use mostly one- and two-syllable words, with some three-syllable words.	<ul style="list-style-type: none"> Uses language to express thoughts and needs Speaks clearly <ul style="list-style-type: none"> Is understood by most people; may mispronounce new, long, or unusual words
Use three- or four-word sentences with a noun and verb.	<ul style="list-style-type: none"> Uses language to express thoughts and needs Uses conventional grammar <ul style="list-style-type: none"> Uses three- to four-word sentences; may omit some words or use some words incorrectly
Use negatives (“I don’t want it”).	<ul style="list-style-type: none"> Uses language to express thoughts and needs Uses conventional grammar <ul style="list-style-type: none"> Uses three- to four-word sentences; may omit some words or use some words incorrectly
Use adjectives in phrases (such as a big bag, or a green hat).	<ul style="list-style-type: none"> Uses language to express thoughts and needs Uses an expanding expressive vocabulary <ul style="list-style-type: none"> Describes and tells the use of many familiar items

Ask and answer simple questions, as appropriate for the culture.	Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges
Speak clearly enough in home language to be understood most of the time.	Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people
Begin to follow grammatical rules, though not always correctly.	Uses appropriate conversational and other communication skills Uses social rules of language Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
Change tone to communicate meaning.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Recount an event, with help. Communicate about recent activities.	Uses language to express thoughts and needs Tells about another time or place Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
Remember and follow simple directions in home language and attempt to make sense of directions that include gestures (such as the gesture for “come here”) in a second language.	Listens to and understands increasingly complex language Follows directions Follows simple requests not accompanied by gestures
Follow two-step directions with complex sentence structure (noun + verb + adverb, such as “Put the toys away quickly”). Struggle if too many directions are given at once.	Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences
Take turns in longer conversations.	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders
Use gestures or phrases to show respect for others, though need adult prompts sometimes.	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders

Enjoy making animal sounds to represent familiar animals.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Reading	
Enjoy reciting phrases from familiar rhymes, stories and fingerplays. Say the last word of a familiar rhyme to complete it.	Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously
Join in rhyming games and songs with other children.	Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously
Sing songs with or recite letters of the alphabet.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes and names a few letters in own name
Begin to understand that print represents words (for example, pretend to read text).	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
Know the right side up of a book. Turn pages, usually one at a time. Imitate reading by turning pages, remembering and telling the story.	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
Notice both words and pictures on a page. Describe the action in pictures.	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
Recite familiar words in a book when read to.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time
Recall characters or actions from familiar stories.	Comprehends and responds to books and other texts Retells stories Retells some events from a familiar story with close adult prompting

Anticipate what comes next in known stories.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time
Recognize print in the neighborhood (such as stop signs, signs on buildings, etc.).	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
Ask to be read to, or for storytelling. Request a favorite book or story many times.	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
Writing	
Label pictures using scribble writing or ask an adult to label the pictures.	Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles
Use symbols or pictures to represent oral language and ideas.	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is
Scribble and make marks on paper, and tell others what the scribble means.	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles
Draw horizontal and vertical lines.	Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles
Use a variety of writing tools (pencil, marker, paint brush).	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

6. Learning about my world	
Knowledge (cognition)	
Experiment with the effect of own actions on things and people.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
Know that playing with certain desirable or forbidden things will get adults' attention.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
Make choices, such as which toy to play with.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Take action based on past experience. For example, if the caregiver blows on hot food before eating it, child will blow on food at the next meal.	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
Repeat an action over and over until successful, such as stacking blocks until they no longer fall down.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
Explore and use trial and error to solve problems.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
Imitate how others solve problems.	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
Ask for help when needed.	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it

Show recall of people and events, such as by clapping hands when told that a favorite person will visit.	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Recall and follow the order of routines, such as washing and drying hands before eating.	Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support
Play make-believe with props, such as dolls or stuffed animals.	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
React to puppets as if they are real and not operated by an adult or another child.	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
Math	
Count to at least 10 from memory.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Begin counting small groups of items (up to five).	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Understand the concepts of “one” and “two,” such as by following directions to take one cracker.	Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more
Recognize and name a few numerals.	Uses number concepts and operations Connects numerals with their quantities Recognizes and names a few numerals

Identify quantity and comparisons, such as all, some, none. Use comparison words correctly, such as bigger and smaller, more and less.	Uses number concepts and operations Quantifies and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
Explore measuring tools, such as measuring cups, or a ruler.	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Match simple flat shapes (circles, squares, triangles).	Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)
Identify two geometric shapes, such as a circle and a square.	Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)
Follow simple directions for position, such as up, down, in, on.	Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to position (in, on, under, up, down)
Science	
Look at and handle things to identify what's the same and what's different about them.	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Explore nature using the senses, such as looking at and feeling different leaves.	Demonstrates knowledge of Earth's environment
Ask simple questions about the natural world ("Where did the rainbow go?").	Demonstrates knowledge of Earth's environment
Show interest in animals and other living things. Begin to label them by name and to identify traits (such as the sound a cow makes).	Demonstrates knowledge of the characteristics of living things
Enact animals' activities (such as eating, sleeping) in pretend play. Move toy animals to mimic animals in the wild.	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else

Explore the parts of living things, such as the petals on a flower.	Demonstrates knowledge of the characteristics of living things
Engage with plants and animals in a respectful way, without adult prompting. Express concern if an animal is injured or sick. Comment on what it takes to make things grow (“That plant needs water”).	Demonstrates knowledge of the characteristics of living things
Identify weather, such as sun, rain, snow.	Demonstrates knowledge of Earth’s environment
Know that people and animals can live in different kinds of places, such as fish living in the water.	Demonstrates knowledge of the characteristics of living things
Social Studies	
Eager for recurring events (“After lunch, I will hear a story”).	Explores change related to familiar people or places
Connect new experiences to past experiences.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
Experiment with physical relationships, such as on/under, inside/ outside.	Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to proximity (beside, between, next to)
Help with home and class routines that keep things clean.	Demonstrates knowledge about self
Understand roles of various people in the community.	Shows basic understanding of people and how they live
Arts	
Use a variety of materials to express self, such as paint, crayons and musical instruments.	Explores the visual arts
Sing and make up simple songs and/or music with instruments.	Explores musical concepts and expression
Explore various ways of moving the body with and without music.	Explores dance and movement concepts
Imitate movement after watching others perform games or dance.	Explores dance and movement concepts
Act out familiar stories or events.	Explores drama through actions and language