

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:
**Hawaii Early Learning and Development
Standards**



References

Hawaii Executive Office of Early Learning. (2014). *Hawaii early learning and development standards*. HI: Author.
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Hawaii Early Learning and Development Standards	Vine Assessments by LifeCubby
Physical Well-Being, Health, and Motor Development	Vine Indicators
Motor Development	
Gross Motor Skills	
Birth to 12 Months	
Experiment with different ways of moving (e.g. rolls over, crawls, begins to use arms and legs purposefully) (PHM.12.a)	<p>PMP 17-2 Develops Lower Body Strength</p> <p><u>1-3 mos:</u> Stretches and kicks legs when lying down; pushes down on legs when feet are placed on a firm surface</p> <p><u>4-7 mos:</u> Explores new body positions; rolls over; crawls; supports weight on legs; kicks at objects</p> <p><u>8-12 mos:</u> Progresses from rolling to sitting to crawling to pulling up to cruising; stands; takes first steps; may begin walking</p>
Reach for objects (PHM/GK.12.e)	<p>PMP 17-1 Develops Perception & Balance</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>
Balance while exploring immediate environment (e.g. sits while propped up) (PHM.12.c)	<p>PMP 17-1 Develops Perception & Balance</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>
12 to 24 Months	
Experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.24.a)	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping</p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p>
Experiment with different ways of balancing (e.g. squats to pick up toys, kneels when playing) (PHM.24.b)	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping</p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p>
24 to 36 Months	
Continue to experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.36.a)	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p> <p><u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p>
Sustain balance during simple movement experiences (e.g. jumps off step, landing on two feet; jumps over small objects) (PHM.36.b)	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p> <p><u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p>

36 to 48 Months	
Move purposefully from place to place with control (e.g. avoids bumping into things when running, walks up and down stairs alternating feet, gallops) (PHM.48.a)	PMP 17-2 Develops Lower Body Strength <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds <u>Pre-K:</u> Can jump forward several times without falling
Throw/kick ball with flexible body movements (PHM.48.b)	PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors <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
Continue to sustain balance during simple movement experiences (PHM.48.c)	PMP 17-1 Develops Perception & Balance <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet <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
48 Months to KE	
Coordinate complex movements in play and games (e.g. runs quickly, changes direction, stops and starts again, skips) (PHM.KE.a)	PMP 17-5 Develops Large Motor Coordination Skills <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
Throw/kick/catch ball with a full range of motion and control (PHM.KE.b)	PMP 17-5 Develops Large Motor Coordination Skills <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
Sustain balance during complex movement experiences (e.g. hops across the playground, attempts to jump rope) (PHM.KE.c)	PMP 17-1 Develops Perception & Balance <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
Fine Motor Skills	
Birth to 12 Months	
Reach for and hold objects purposefully (PHM.12.d)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <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
12 to 24 Months	
Hold an object in one hand and manipulate with the other hand (PHM.24.c)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>1-Year Old:</u> Adjusts grasp to use different tools for different purposes, including spoon, paint brush or marker <u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects

Grasp objects and pick up objects with thumb and forefingers (PHM.24.d)	PMP 18-2 Develops Fine Hand-Eye Coordination <u>8-12 mos:</u> Uses pincer grasp (thumb and forefinger) to pick up food or objects <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
24 to 36 Months	
Twist the wrist to accomplish a task (PHM.36.c)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
Refine grasp to manipulate tools and objects (PHM.36.d)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>2-Year Old:</u> Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
36 to 48 Months	
Refine wrist and finger movements for more control (e.g. pours without spilling, buttons, zips, buckles, turns knobs) (PHM.48.d)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Hold writing/drawing tools with a three-point finger grip (PHM.48.f)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
48 Months to KE	
Use small, precise finger and hand movements (e.g. strings small beads, cuts small pictures, uses small Legos) (PHM.KE.d)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Have more control while holding writing/drawing tools with a three-point finger grip (PHM.KE.e)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Physical Development	
Physical Exercise	
Birth to 12 Months	
Show alertness during waking periods (PHM.12.b)	
12 to 24 Months	
Sustain physical activity for at least three to five minutes at a time (PHM.24.e)	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>1-Year Old:</u> Is able to play for longer periods of time; is graduating off of morning nap <u>2-Year Old:</u> No longer needs a morning nap

24 to 36 Months	
Participate in a variety of physical exercise (PHM.36-48.e)	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>2-Year Old:</u> No longer needs a morning nap <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest
36 to 48 Months	
Participate in a variety of physical exercise (PHM.36-48.e)	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <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
48 Months to KE	
Name a physiological indicator that accompanies moderate to vigorous physical activities (e.g. "I feel tired", feels increase in heart rate) (PHM.KE.f)	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <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
Name a social or emotional benefit of participating in physical activities (PHM.KE.h)	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <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
Participate in physical activities (PHM.KE.i)	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <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
Health and Personal Care	
Daily Living Skills	
Birth to 12 Months	
Show preference for specific adults (PHM/SE.12.f)	SED 5-1 Bonds with Adults <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
Notice when parent or primary caregiver leaves (PHM/SE.12.g)	SED 5-1 Bonds with Adults <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
12 to 24 Months	

Seek out familiar adult when facing a challenging situation (PHM/SE.24.f)	<p>SED 5-1 Bonds with Adults <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</p>
Change focus and listen when adult is speaking (PHM/SE.24.g)	<p>SED 5-1 Bonds with Adults <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</p>
Recognize basic health care workers in books, pictures, or photographs (PHM.24.h)	<p>SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships</p>
With adult assistance, attempt or complete basic hygiene practices (PHM.24.i)	<p>PMP 19-2 Develops Self-Care Skills <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>
24 to 36 Months	
Initiate interactions with familiar and unfamiliar adults (PHM/SE.36.f)	<p>SED 5-1 Bonds with Adults <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 <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
Recognize basic health care workers in books, pictures, photographs, and in person (PHM.36.g)	<p>SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships</p>
Attempt hygiene routines independently (PHM.36.h)	<p>PMP 19-2 Develops Self-Care Skills <u>2-Year Old:</u> Shows increasing independence with self-care, such as helping wash hands or brush teeth <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>
36 to 48 Months	
Ask for help when hurt (PHM.48-KE.g)	<p>SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
Name one person in the school or community who provides health support for others (PHM.48.h)	<p>SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships</p>

	<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
Attend to personal health needs and ask for assistance when needed (PHM.48.i)	PMP 19-2 Develops Self-Care Skills <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 <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
Identify personal hygiene needs (e.g. "I need to go potty.") (PHM.48.k)	PMP 19-2 Develops Self-Care Skills <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 <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
With adult assistance, wash hands when needed, and cover mouth when coughing or sneezing (PHM.48.l)	PMP 19-2 Develops Self-Care Skills <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 <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
48 Months to KE	
Ask for help when hurt (PHM.48-KE.g)	SED 5-1 Bonds with Adults <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
Name people in the school or community who provide health support for others (PHM.KE.j)	SS 16-4 Learns about Community Roles and Jobs <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
Manage routines (e.g. dresses self, uses toilet alone, uses utensils) (PHM.KE.k)	PMP 19-2 Develops Self-Care Skills <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
Identify and attend to personal hygiene needs (PHM.KE.l)	PMP 19-2 Develops Self-Care Skills <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
With reminders, wash hands (e.g. before eating, after toileting, after using tissues) (PHM.KE.m)	PMP 19-2 Develops Self-Care Skills <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

Nutrition	
Birth to 12 Months	
EMERGING	
12 to 24 Months	
EMERGING	
24 to 36 Months	
Select from healthy food choices (PHM.36.i)	PMP 20-1 Learns about Nutrition <u>2-Year Old:</u> Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods
36 to 48 Months	
Identify healthy food choices (PHM.48.m)	PMP 20-1 Learns about Nutrition <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods <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
48 Months to KE	
Can explain that some foods help bodies to grow and be healthy (PHM.KE.n)	PMP 20-1 Learns about Nutrition <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
Safe Practices	
Birth to 12 Months	
EMERGING	
12 to 24 Months	
Cooperate with basic safety practices (PHM/GK.24.j)	PMP 20-2 Learns Safety Rules <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
24 to 36 Months	
Use basic safety practices (PHM/GK.36-48.j)	PMP 20-2 Learns Safety 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 <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted
36 to 48 Months	
Use basic safety practices (PHM/GK.36-48.j)	PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
Identify helpful and harmful substances (PHM.48.o)	PMP 20-2 Learns Safety Rules

	<p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted</p> <p><u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions</p>
With adult assistance, retell a rule or safety practice (PHM/GK.48.n)	<p>PMP 20-2 Learns Safety Rules</p> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted</p> <p><u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions</p>
48 Months to KE	
Can articulate what to do in an emergency (i.e. call 911; fire procedures [evacuate, stop, drop, roll]) (PHM.KE.o)	<p>PMP 20-2 Learns Safety Rules</p> <p><u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions</p>
Recognize everyday dangers (e.g. stove, knives, matches, medicine) and follow rules regarding them (PHM.KE.p)	<p>PMP 20-2 Learns Safety Rules</p> <p><u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions</p>
Discuss examples of authority, rules, fairness, and personal responsibilities in own experiences and in stories read to him/her (PHM/GK.KE.q)	<p>PMP 20-2 Learns Safety Rules</p> <p><u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions</p>

Social Development	
Social Development	
Interactions with Adults	
Birth to 12 Months	
Show preference for specific adults (PHM/SE.12.f)	<p>SED 5-1 Bonds with Adults</p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><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</p>
Notice when parent or primary caregiver leaves (PHM/SE.12.g)	<p>SED 5-1 Bonds with Adults</p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><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</p>
12 to 24 Months	

Seek out familiar adult when facing a challenging situation (PHM/SE.24.f)	<p>SED 5-1 Bonds with Adults <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</p>
Change focus and listen when adult is speaking (PHM/SE.24.g)	<p>SED 5-1 Bonds with Adults <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</p>
24 to 36 Months	
Initiate interactions with familiar and unfamiliar adults (PHM/SE.36.f)	<p>SED 5-1 Bonds with Adults <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 <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>
36 to 48 Months	
With adult assistance, separate from significant adults without demonstrating a great deal of anxiety (SE.48.a)	<p>SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
48 Months to KE	
Sometimes use appropriate social conventions in greetings, introductions, and conversations (SE.KE.a)	<p>SED 5-2 Learns from Adults <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults <u>Pre-K:</u> Mirrors adult behavior in daily routines; seeks help or information when needed from adults</p>
Interactions with Peers	
Birth to 12 Months	
Make sounds when other children are in view (SE.12.c)	<p>SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)</p>
Reach out to touch peer (e.g. face, hair, hand) (SE.12.d)	<p>SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children <u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)</p>
Smile at another infant or at self in mirror (SE.12.e)	<p>SED 6-2 Bonds with Peers <u>4-7 mos:</u> Enjoys social play; may reach, touch, or make sounds toward other children</p>

	<u>8-12 mos:</u> Enjoys social interactions; begins to develop friendships; plays next to other children (parallel play)
Repeat actions many times to cause a desired effect (SE.12.a)	CS 14-1 Solves Problems <u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth
React when someone is crying or upset (SE.12.b)	SED 6-1 Builds Empathy <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)
12 to 24 Months	
Imitate actions of other children (SE.24.a)	SED 6-2 Bonds with Peers <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
Respond appropriately to others' expressions of wants (SE.24.b)	SED 6-1 Builds Empathy <u>1-Year Old:</u> Observes emotions of others; may respond to another's preferences, such as offering different objects until one is accepted <u>2-Year Old:</u> Begins to care for the feelings and needs of others
Experiment with effects of own actions on objects and people (SE.24.c)	CS 13-1 Explores Objects <u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound
24 to 36 Months	
Play near other children and use similar materials or actions (SE.36.a)	SED 6-2 Bonds with Peers <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend
Interact with other children during play (SE.36.b)	SED 6-2 Bonds with Peers <u>2-Year Old:</u> Enjoys being with other children; joins group play with other children; knows some names of peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend
Demonstrate concerns about the feelings of others (SE.36.c)	SED 6-1 Builds Empathy <u>2-Year Old:</u> Begins to care for the feelings and needs of others <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
36 to 48 Months	
Initiate interactions with other children or interact when other children initiate (SE.48.b)	SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend <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
Participate in small- and large-group activities (SE.48.c)	SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend

	<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
Make and maintain a friendship with at least one child (SE.48.d)	SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend <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
At times, recognize and name the feeling of self and others (SE.48.e)	SED 6-1 Builds Empathy <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
48 Months to KE	
Observe and use appropriate ways of interacting in a group of two to three children (e.g. takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an answer, gains the floor in appropriate ways) (SE/LA.KE.b)	SED 6-3 Cooperates with Peers <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
Use turn-taking in conversations and in play (SE.KE.c)	SED 6-3 Cooperates with Peers <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
Share materials, toys, and ideas during play (SE.KE.d)	SED 6-3 Cooperates with Peers <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
Show respect and recognize the feelings of others and the causes of their reactions (SE.KE.e)	SED 6-1 Builds Empathy <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
Adaptive Social Behavior	
Birth to 12 Months	
Respond to changes in adult's voice or tone (SE.12.h)	SED 6-1 Builds Empathy <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)
12 to 24 Months	
Understand one word rules, such as "no" or "stop" (SE.24.d)	ATL 2-2 Shows Responsibility <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

Assert ownership (e.g. by saying "mine") (SE.24.e)	SED 4-1 Develops Awareness of Self <u>1-Year Old:</u> Recognizes own reflection; can point to some body parts when prompted; develops awareness of self as separate from others <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
24 to 36 Months	
With adult assistance, follow rules (SE.36.d)	ATL 2-2 Shows Responsibility <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 <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
36 to 48 Months	
Follow routines and social rules in a group setting most of the time (SE.48.f)	ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <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
48 Months to KE	
Follow schedule and typical classroom routines (e.g. comes when called, sits attentively at circle, participates in clean-up) (SE.KE.f)	ATL 2-1 Understands Routines <u>Pre-K:</u> Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else
Emotional Development	
Self-efficacy	
Birth to 12 Months	
Behave in consistent ways to elicit desired response (SE.12.i)	ATL 1-3 Is Persistent <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
12 to 24 Months	
Begin to demonstrate the need to complete tasks on his/her own (SE.24.h)	ATL 1-3 Is Persistent <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
24 to 36 Months	
Demonstrate confidence in meeting own needs (SE.36.e)	SED 4-2 Becomes Confident <u>2-Year Old:</u> Shows confidence in increasing abilities; enjoys showing others what he/she can do <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills

36 to 48 Months	
Demonstrate confidence in own abilities (SE.48.g)	SED 4-2 Becomes Confident <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
48 Months to KE	
Show satisfaction in accomplishments (SE.KE.g)	SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Follow routines for care of own belongings and school supplies (SE.KE.h)	ATL 2-1 Understands Routines <u>Pre-K:</u> Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else
Self-control and Regulation	
Birth to 12 Months	
With adult assistance, begin to regulate emotions (SE.12.j)	SED 3-2 Manages Feelings & Demonstrates Self-Control <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
Comfort self when tired or stressed (SE.12.k)	SED 3-2 Manages Feelings & Demonstrates Self-Control <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
12 to 24 Months	
Begin to express likes and dislikes (SE.24.i)	SED 3-1 Expresses Emotion <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
Begin to develop strategies to manage expression of feelings (SE.24.j)	SED 3-2 Manages Feelings & Demonstrates Self-Control <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
24 to 36 Months	
Begin to regulate emotions (SE.36.f)	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>2-Year Old:</u> Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games

36 to 48 Months	
Regulate own emotions and behavior most of the time (SE.48.h)	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games <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
48 Months to KE	
Regulate emotions and begin to show self-control in handling frustration and disappointment (SE.KE.i)	SED 3-2 Manages Feelings & Demonstrates Self-Control <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
Emotional Expression	
Birth to 12 Months	
Express emotion related to basic needs (e.g. cries when distressed, laughs when happy, shakes head “no” when presented with something he/she does not like) (SE.12.l)	SED 3-1 Expresses Emotion <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
12 to 24 Months	
Express emotion related to a problem or conflict (SE.24.k)	SED 3-1 Expresses Emotion <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
Show a range of emotions including fear, surprise, happiness, and contentment (SE.24.l)	SED 3-1 Expresses Emotion <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
24 to 36 Months	
Begin to label feelings (SE.36.g)	SED 3-1 Expresses Emotion <u>2-Year Old:</u> Expresses a variety of emotions; modifies expression according to reactions of familiar adults <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
36 to 48 Months	
Regulate own emotions and behavior most of the time (SE.48.h)	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games <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
48 Months to KE	

Express emotions through socially appropriate actions and words (SE.KE.j)	SED 3-1 Expresses Emotion <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)
Communicate personal experiences or interests (SE.KE.k)	SED 4-1 Develops Awareness of Self <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)
Recognize and describe own feelings (SE.KE.l)	SED 3-1 Expresses Emotion <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)

Approaches to Learning	
Learning Approaches	
Initiative and Creativity	
Birth to 12 Months	
Use senses to explore the immediate environment (AL/LA.12.a)	ATL 1-4 Is Curious <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
12 to 24 Months	
Explore the environment in close proximity to and in constant sight of an adult (AL/LA.24.a)	ATL 1-4 Is Curious <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
Show interest in new activities and experiences (AL/LA.24.g)	ATL 1-4 Is Curious <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
24 to 36 Months	
Explore the environment independently and seek occasional approval from a near-by adult (AL/LA.36.a)	ATL 1-4 Is Curious <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
With adult assistance, try new activities or experiences (AL/LA.36.b)	ATL 1-4 Is Curious <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
36 to 48 Months	
Try new activities and experiences independently (AL/LA.48.a)	ATL 1-4 Is Curious <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn

48 Months to KE	
Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
Persistence and Attentiveness	
Birth to 12 Months	
Pay attention and try to reproduce desired effects and outcomes (AL.12.b)	ATL 1-3 Is Persistent <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 to sights and sounds (AL.12-24.c)	ATL 1-1 Is Attentive <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
12 to 24 Months	
Repeat difficult tasks or activities many times to achieve mastery (AL.24.b)	ATL 1-3 Is Persistent <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
Pay attention to sights and sounds (AL.12-24.c)	ATL 1-1 Is Attentive <u>1-Year Old:</u> Pays attention to a task or activity for a few minutes; repeats actions to complete a goal <u>2-Year Old:</u> Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes
24 to 36 Months	
Show confidence and pleasure in the completion of a task or activity (AL.36.c)	ATL 1-3 Is Persistent <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
Begin to show persistence in a variety of tasks (AL.36.d)	ATL 1-3 Is Persistent <u>2-Year Old:</u> Finishes self-selected tasks, such as completing a puzzle or listening to a storybook <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
36 to 48 Months	
Plan and pursue a variety of challenging tasks (AL.48-KE.b)	ATL 1-3 Is Persistent <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
With adult assistance, sustain longer interest in working on a task or in play (AL.48.c)	ATL 1-1 Is Attentive <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes <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
48 Months to KE	
Plan and pursue a variety of challenging tasks (AL.48-KE.b)	CS 14-3 Makes Plans

	<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
Sustain work on age-appropriate, interesting tasks (can ignore most distractions and interruptions) (AL.KE.c)	ATL 1-3 Is Persistent <u>Pre-K</u> : Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
Problem Solving	
Birth to 12 Months	
React to a problem (AL/LA.12.d)	CS 14-1 Solves Problems <u>4-7 mos</u> : Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth <u>8-12 mos</u> : Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)
12 to 24 Months	
Use single object in different ways (AL/LA.24.d)	CS 14-1 Solves Problems <u>1-Year Old</u> : Tries several times to solve challenging problems, often using more than one approach <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task
24 to 36 Months	
Use materials in new ways to accomplish task (AL/LA.36.e)	CS 14-1 Solves Problems <u>2-Year Old</u> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task <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)
36 to 48 Months	
Solve problems without having to try every possibility (AL/LA.48.d)	CS 14-1 Solves Problems <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) <u>Pre-K</u> : Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
48 Months to KE	
Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d)	CS 14-1 Solves Problems <u>Pre-K</u> : Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Reflection and Interpretation	
Birth to 12 Months	
Show comfort in routines or experiences that mirror home experiences (AL/LA.12.e)	ATL 2-1 Understands Routines <u>1-3 mos</u> : Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos</u> : Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos</u> : Remembers daily routines; knows how to use familiar objects
12 to 24 Months	
Prefer routines and activities that mirror home routines (AL/LA.24.e)	ATL 2-1 Understands Routines

	<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>
Relate objects and people to events (AL/LA.24.f)	<p>ATL 2-1 Understands Routines</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>
24 to 36 Months	
Recognize specific activities that are home or school functions (AL/LA.36.f)	<p>ATL 2-1 Understands Routines</p> <p><u>2-Year Old</u>: Able to follow daily routines; easily makes common transitions that are part of a daily schedule</p> <p><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</p>
With adult assistance, recall the sequence of personal routines or events (AL/LA.36.g)	<p>ATL 2-1 Understands Routines</p> <p><u>2-Year Old</u>: Able to follow daily routines; easily makes common transitions that are part of a daily schedule</p> <p><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</p>
36 to 48 Months	
Retell experiences in order, providing details (AL/LA.48-KE.e)	<p>SS 16-2 Understands Time</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> <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>
Recall past experiences in new situations (AL/LA.48.f)	<p>ATL 1-2 Develops Memory</p> <p><u>3-Year Old</u>: Recalls some elements of a story</p> <p><u>Pre-K</u>: Recalls part or all of a story, including characters and main events</p> <p>ATL 1-6 Thinks with Creativity & Flexibility</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>
48 Months to KE	
Retell experiences in order, providing details (AL/LA.48-KE.e)	<p>ATL 1-2 Develops Memory</p> <p><u>3-Year Old</u>: Recalls some elements of a story</p> <p><u>Pre-K</u>: Recalls part or all of a story, including characters and main events</p> <p>SS 16-2 Understands Time</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>
Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	<p>ATL 1-6 Thinks with Creativity & Flexibility</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>

Effective and Ethical Use of Technology	
Birth to 12 Months	
EMERGING	
12 to 24 Months	
EMERGING	
24 to 36 Months	
Engage in tactile experiences, creating letters and other forms (AL/LA.36.h)	<p>CS 13-1 Explores Objects <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</p>
36 to 48 Months	
With adult assistance, begin to locate information on identified topics using resources provided (AL.48-KE.g)	<p>CS 13-3 Learns Using Technology <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet</p> <p>LKS 8-1 Develops Early Literacy <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>
Create letters and other forms using various materials (AL/LA.48.h)	<p>LKS 9-1 Develops Emergent Writing <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 <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”</p>
48 Months to KE	
With adult assistance, begin to locate information on identified topics using resources provided (AL.48-KE.g)	<p>LKS 8-1 Develops Early Literacy <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>
Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)	<p>LKS 9-1 Develops Emergent Writing <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</p>
Identify technology that can be used to gain information (AL.KE.i)	<p>CS 13-3 Learns Using Technology <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet</p>

Cognition and General Knowledge	
Mathematics and Numeracy	
Number Sense	
Birth to 12 Months	
EMERGING	
12 to 24 Months	
Begin to imitate rote counting using some names of numbers, with errors in sequence (GK.24.b)	<p>CM 10-1 Begins Counting <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</p>
Begin to use number concepts (e.g. "I want more.") (GK.24.c)	<p>CM 11-1 Learns Measurement and Quantities <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.)</p>
Demonstrate an awareness of simple patterns (GK.24.d)	<p>CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next</p>
24 to 36 Months	
Verbally count to 5 (GK.36.b)	<p>CM 10-1 Begins Counting <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</p>
Show an understanding of number concepts (e.g. one/two, more/less) (GK.36.c)	<p>CM 10-2 Builds and Observes Sets <u>2-Year Old:</u> Counts sets of objects (2-3); may count the same object twice or use numbers out of order <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets</p>
Recognize and name few numerals (GK.36.d)	<p>CM 10-4 Reads and Writes Numbers <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form</p>
Show an understanding of number concepts (e.g. one/two, more/less) (GK.36.c)	<p>CM 11-1 Learns Measurement and Quantities <u>2-Year Old:</u> Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.) <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>
Recognize simple patterns (GK.36.e)	<p>CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next</p>
36 to 48 Months	
Verbally count to 10 (GK.48.a)	<p>CM 10-1 Begins Counting <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 <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>

Recite numbers in the correct order and understand that numbers come before or after one another (GK.48.b)	CM 10-1 Begins Counting <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 <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
Recognize and name written numerals to 5 (GK.48.c)	CM 10-4 Reads and Writes Numbers <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
Demonstrate an understanding of one-to-one correspondence (GK.48.d)	CM 10-1 Begins Counting <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
Recognize and name the number of items in a small set, up to 5 objects (GK.48.e)	CM 10-2 Builds and Observes Sets <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets <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
Recognize and duplicate simple patterns (GK.48.f)	CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next <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)
48 Months to KE	
Verbally count to 20 by ones (GK.KE.a)	CM 10-1 Begins Counting <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
Demonstrate ability to count in sequence (GK.KE.b)	CM 10-1 Begins Counting <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
Recognize and name written numerals to 10 (GK.KE.c)	CM 10-4 Reads and Writes Numbers <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
Count many kinds of concrete objects and actions up to 10 using one-to-one correspondence (GK.KE.d)	CM 10-1 Begins Counting <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
Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)	CM 10-1 Begins Counting <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
Recognize, create, and repeat simple patterns (GK.KE.f)	CM 11-2 Understands Patterns

	<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)
Operations	
Birth to 12 Months	
EMERGING	
12 to 24 Months	
Begin to use number concepts (e.g. "I want more.") (GK.24.c)	CM 11-1 Learns Measurement and Quantities <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.)
24 to 36 Months	
Show an understanding of number concepts (e.g. one/two, more/less) (GK.36.c)	CM 11-1 Learns Measurement and Quantities <u>2-Year Old</u> : Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.) <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)
36 to 48 Months	
Recognize and name the number of items in a small set, up to 5 objects (GK.48.e)	CM 10-2 Builds and Observes Sets <u>3-Year Old</u> : Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets <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
48 Months to KE	
Use a range of strategies (e.g. counting, subtracting, matching) to compare quantity in two sets of objects and describe the comparison with terms, such as more/less, greater than/fewer/equal to (GK.KE.g)	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K</u> : Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)	CM 10-1 Begins Counting <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
Measurement and Data	
Birth to 12 Months	
EMERGING	
12 to 24 Months	
Make simple comparison between two objects (GK.24.e)	CS 13-2 Classifies or Sorts Objects <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

Show an interest in matching and sorting according to color, size, or shape (GK.24.f)	CS 13-2 Classifies or Sorts Objects <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
24 to 36 Months	
Identify characteristics for comparison (e.g. size, color, shape) (GK.36.f)	CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
With adult assistance, order a few objects by size (GK.36.g)	CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
Match and sort according to one attribute, such as color, size, or shape (GK.36.h)	CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
36 to 48 Months	
Understand the purpose of standard measuring tools (GK.48.g)	CM 11-1 Learns Measurement and Quantities <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) <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
Order objects according to one attribute of length, weight, capacity, or area (GK.48.h)	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Sort objects into subgroups by one or two attributes (GK.48.i)	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
48 Months to KE	
Recognize the attributes of length, area, weight, and capacity of everyday objects, and use appropriate vocabulary (e.g. long, short, light, big, small, wide, narrow) (GK.KE.h)	CM 11-1 Learns Measurement and Quantities <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
Compare the attributes of length and weight for two objects including:	CM 11-1 Learns Measurement and Quantities

larger/shorter/same length, heavier/lighter/same, more/less/same (GK.KE.i)	<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
Sort, classify, and serialize objects using attributes, such as color, shape, or size (GK.KE.j)	CS 13-2 Classifies or Sorts Objects <u>Pre-K</u> : Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Geometry	
Birth to 12 Months	
EMERGING	
12 to 24 Months	
Move body in different directions, such as up, down, around, or under (GK.24.g)	CM 12-2 Develops Spatial Awareness <u>8-12 mos</u> : Explores ways objects and people move and fit in space <u>1-2-Year Old</u> : Is learning how shapes fit together, such as working with shape sorters or knob puzzles
Recognize basic shapes in the environment (GK.24.h)	CM 12-1 Learns Shapes & Sizes <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
With adult assistance, explore the ways that shapes and objects fit together (GK.24.j)	CM 12-2 Develops Spatial Awareness <u>8-12 mos</u> : Explores ways objects and people move and fit in space <u>1-2-Year Old</u> : Is learning how shapes fit together, such as working with shape sorters or knob puzzles
24 to 36 Months	
Imitate basic directionality with adults and peers (GK.36.i)	CM 12-2 Develops Spatial Awareness <u>2-Year Old</u> : Is learning how shapes fit together, such as working with shape sorters or knob puzzles <u>3-Year Old</u> : Understands conditional locations such as over/under, inside/outside, in front/behind
Match two identical shapes (GK.36.k)	CM 12-1 Learns Shapes & Sizes <u>2-Year Old</u> : Sorts objects by shape, size, and/or weight <u>3-Year Old</u> : Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
Explore the ways that shapes and objects fit together (GK.36.l)	CM 12-2 Develops Spatial Awareness <u>2-Year Old</u> : Is learning how shapes fit together, such as working with shape sorters or knob puzzles <u>3-Year Old</u> : Understands conditional locations such as over/under, inside/outside, in front/behind
36 to 48 Months	
Follow basic directionality with adults and peers (GK.48.j)	CM 12-2 Develops Spatial Awareness <u>3-Year Old</u> : Understands conditional locations such as over/under, inside/outside, in front/behind <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
Identify common geometric shapes (e.g. circle, square, rectangle, triangle) (GK.48.k)	CM 12-1 Learns Shapes & Sizes <u>3-Year Old</u> : Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated <u>Pre-K</u> : Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry

With adult assistance, create and represent three-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials) (GK.48.l)	CM 12-1 Learns Shapes & Sizes <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
48 Months to KE	
Use positional words to describe an object's location (e.g. up, down, above, under, inside, outside) (GK.KE.k)	CM 12-2 Develops Spatial Awareness <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
Recognize and name common shapes, their parts and attributes (GK.KE.l)	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Create and represent three-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials) (GK.KE.m)	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Science	
Scientific and Engineering Practices	
Birth to 12 Months	
Place objects in mouth to discover their characteristics (GK.12.a)	CS 13-1 Explores Objects <u>1-7 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
12 to 24 Months	
Use the senses as tools with which to observe (GK.24.k)	CS 13-1 Explores Objects <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
Ask questions without seeking answers (GK.24.l)	ATL 1-4 Is Curious <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
24 to 36 Months	
Use the senses as tools with which to observe and describe (GK.36.m)	CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
Ask questions and may seek answers (GK.36.n)	ATL 1-4 Is Curious <u>2-Year Old:</u> Shows interest in new objects or activities; tries different ways of using objects or materials

	<u>3-Year Old</u> : Shows interest in new toys or experiences; asks questions about new opportunities
36 to 48 Months	
Use the senses as tools with which to observe, describe, and classify (GK.48.m)	CS 13-1 Explores Objects <u>3-Year Old</u> : Asks why, where, when, how, what, and seeks answers through exploration <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
With adult assistance, discuss changes in materials or objects observed (GK.48.o)	CS 13-1 Explores Objects <u>3-Year Old</u> : Asks why, where, when, how, what, and seeks answers through exploration <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
Ask questions and seek answers about the world around them (GK.48.p)	CS 13-1 Explores Objects <u>3-Year Old</u> : Asks why, where, when, how, what, and seeks answers through exploration <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
48 Months to KE	
Use the senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships (GK.KE.n)	CS 13-1 Explores Objects <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 predictions about changes in materials or objects based on past experience (GK.KE.o)	CS 14-2 Makes Predictions <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?)
With adult assistance, ask and seek out answers to questions about objects and events (GK.KE.p)	ATL 1-4 Is Curious <u>Pre-K</u> : Shows interest in new experiences; demonstrates eagerness to learn
Physical Science	
Birth to 12 Months	
Place objects in mouth to discover their characteristics (GK.12.a)	CS 13-1 Explores Objects <u>1-7 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
12 to 24 Months	
Explore the characteristics of objects (GK.24.m)	CS 13-1 Explores Objects <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
Move objects in more than one way (GK.24.n)	CS 13-1 Explores Objects

	<p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> <p><u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p>
24 to 36 Months	
Identify differences in the properties of some objects or materials (GK.36.o)	<p>CS 13-1 Explores Objects</p> <p><u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p>
Use words to describe when moving objects in different ways (GK.36.p)	<p>LC 7-4 Expands Vocabulary</p> <p><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</p> <p><u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p>
	<p>CS 13-1 Explores Objects</p> <p><u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p>
36 to 48 Months	
Make comparisons among objects that have been observed (GK.48.q)	<p>CS 13-2 Classifies or Sorts Objects</p> <p><u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function</p> <p><u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound</p>
With adult assistance, explore and describe various actions that can change an object's motion, such as pulling, pushing, twisting, rolling, and throwing (GK.48.r)	<p>CS 13-1 Explores Objects</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p><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</p>
48 Months to KE	
Explore different kinds of matter (e.g. wood, metal, water) and describe by observing properties (e.g. visual, aural, textural) (GK.KE.r)	<p>CS 13-1 Explores Objects</p> <p><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</p>
Explore and describe various actions that can change an object's motion, such as pulling, pushing, twisting, rolling, and throwing (GK.KE.s)	<p>CS 13-1 Explores Objects</p> <p><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</p>
Life Sciences	
Birth to 12 Months	
Show interest in the natural world (GK.12.b)	<p>CS 15-1 Explores the Natural Environment</p> <p><u>8-12 mos:</u> Observes objects of the natural environment through the senses by touching, mouthing, watching</p>
Recognize self and family members (GK.12.c)	<p>SED 4-1 Develops Awareness of Self</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>
12 to 24 Months	
Differentiate between animal and plant (GK.24.o)	<p>CS 15-1 Explores the Natural Environment</p> <p><u>1-Year Old:</u> Explores objects of the natural environment through the senses; shows interest in natural objects or processes</p> <p><u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p>
Distinguish between adult and baby (GK.24.p)	<p>SED 5-1 Bonds with Adults</p> <p><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</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>
24 to 36 Months	
Begin to understand the difference between living and non-living things (GK.36.q)	<p>CS 15-1 Explores the Natural Environment</p> <p><u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play</p> <p><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>
Identify adults and their offspring (GK.36.r)	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things</p>
Name some common animals and their babies (GK.36.s)	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things</p>
36 to 48 Months	
Identify the physical properties of some living and non-living things (GK.48.s)	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><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>
Notice similarities and differences between animals and their offspring (GK.48.t)	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><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>
48 Months to KE	

Investigate, describe, and compare the characteristics that differentiate living from non-living things (GK.KE.t)	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Observe and describe plants and animals as they go through predictable life cycles (GK.KE.u)	CS 15-2 Develops an Understanding of and Care for the Natural World <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
Earth's Place in the Universe	
Birth to 12 Months	
EMERGING	
12 to 24 Months	
Observe weather conditions (GK.24.q)	CS 15-1 Explores the Natural Environment <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
Differentiate between night and day (GK.24.r)	CS 15-1 Explores the Natural Environment <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
Point to or label sky, sun, cloud, star, moon (GK.24.s)	CS 15-1 Explores the Natural Environment <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
24 to 36 Months	
Notice weather change (GK.36.t)	CS 15-1 Explores the Natural Environment <u>2-Year Old:</u> Uses objects of the natural environment in art, sensory, and play <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
Identify the sky's different characteristics during night and day (GK.36.u)	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
Notice differences in cloud patterns (GK.36.v)	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; shows respect for living things
36 to 48 Months	
Identify the characteristics of weather based on firsthand observations using related vocabulary (GK.48.u)	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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
Describe the effects of the sun or sunlight (GK.48.v)	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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
48 Months to KE	
Describe and anticipate weather changes (GK.KE.w)	CS 15-2 Develops an Understanding of and Care for the Natural World <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
Name any celestial object seen in the day or night sky (GK.KE.x)	CS 15-2 Develops an Understanding of and Care for the Natural World <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
Engineering, Technology, and Applications of Science	
Birth to 12 Months	
Place objects in mouth to discover their characteristics (GK.12.a)	CS 13-1 Explores Objects <u>1-7 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
12 to 24 Months	
Explore the characteristics of objects (GK.24.m)	CS 13-1 Explores Objects <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
24 to 36 Months	
Use simple tools to continue exploration (GK.36.w)	CS 13-1 Explores Objects <u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
36 to 48 Months	
Identify and use simple tools to extend observations (GK.48.w)	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <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

48 Months to KE	
With adult assistance, recognize examples of technologies (e.g. knife, pencil, computer, pencil sharpener, refrigerator) at home or in the classroom (GK.KE.y)	<p>CS 13-1 Explores Objects <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</p> <p>CS 13-3 Learns Using Technology <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet</p>
Social Studies	
History	
Birth to 12 Months	
EMERGING	
12 to 24 Months	
Respond to changes in routines or schedule (GK.24.t)	<p>ATL 2-1 Understands Routines <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule</p>
24 to 36 Months	
State periods of day when events occur (GK.36.x)	<p>SS 16-2 Understands Time <u>2-Year Old:</u> Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening <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>
36 to 48 Months	
Discuss and identify the order of daily routines (GK.48.x)	<p>ATL 2-1 Understands Routines <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 <u>Pre-K:</u> Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else</p>
Use time phrases and tense selection appropriately (e.g. today, yesterday, tomorrow, later) (GK.48.y)	<p>SS 16-2 Understands Time <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) <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>
48 Months to KE	
Recognize calendars and simple timelines (GK.KE.z)	<p>SS 16-2 Understands Time <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>
Geography	
Birth to 12 Months	
Move to explore environment (e.g. rolls over, crawls, begins to use arms and legs purposefully) (GK.12.d)	<p>PMP 17-1 Develops Perception & Balance <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>
Reach for objects (PHM/GK.12.e)	<p>PMP 17-1 Develops Perception & Balance</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>
12 to 24 Months	
Experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.24.a)	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>1-Year Old:</u> Increasingly gains balance, going from sitting to standing to running and even jumping</p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p>
24 to 36 Months	
Follow a pathway or roadway on a large car mat (GK.36.y)	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>2-Year Old:</u> Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion</p> <p><u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p>
Continue to experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.36.a)	<p>PMP 17-2 Develops Lower Body Strength</p> <p><u>2-Year Old:</u> Able to adjust speed and direction while walking or running</p> <p><u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds</p>
36 to 48 Months	
Construct a roadway or path out of blocks or other building materials (GK.48.z)	<p>CM 12-2 Develops Spatial Awareness</p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</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>
Respond appropriately to moving body in directional ways (GK.48.aa)	<p>CM 12-2 Develops Spatial Awareness</p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</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>
48 Months to KE	
Construct and describe simple maps of the classroom or home (GK.KE.aa)	<p>SS 16-3 Explores Geography</p> <p><u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.</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>

Engage in activities that build understanding of words for locations and direction (GK.KE.bb)	CM 12-2 Develops Spatial Awareness <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
Economics	
Birth to 12 Months	
Make basic needs known (e.g. cries when hungry) (GK.12.f)	PMP 19-2 Develops Self-Care Skills <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
12 to 24 Months	
Name some basic needs with single words (e.g. "milk", "Mama") (GK.24.u)	LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more
24 to 36 Months	
Recognize that others have basic needs (e.g. offers a cookie or a hug) (GK.36.z)	SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play
Name self in pictures (GK.36.aa)	SED 4-1 Develops Awareness of Self <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 <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Recognize that money is needed to purchase materials (GK.36.bb)	SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play
Identify that businesses provide goods or services (GK.36.cc)	SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play
36 to 48 Months	
Identify some basic needs and how to meet them (e.g. "When I'm thirsty, I get a drink.") (GK.48.bb)	SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <u>Pre-K:</u> 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
Pretend to be a buyer or seller (GK.48-KE.cc)	SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <u>Pre-K:</u> 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 that adults go to work to earn money (GK.48.dd)	SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <u>Pre-K:</u> 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
48 Months to KE	
Identify buyers and sellers (GK.KE.ee)	SS 16-5 Learns about Government and Economics <u>Pre-K:</u> 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
Pretend to be a buyer or seller (GK.48-KE.cc)	SS 16-5 Learns about Government and Economics <u>Pre-K:</u> 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 one or two workers, and their jobs in the community (GK.KE.ff)	SS 16-4 Learns about Community Roles and Jobs <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
Government/ Political Science	
Birth to 12 Months	
EMERGING	
12 to 24 Months	
Cooperate with basic safety practices (PHM/GK.24.j)	PMP 20-2 Learns Safety Rules <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
24 to 36 Months	
Use basic safety practices (PHM/GK.36-48.j)	PMP 20-2 Learns Safety 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 <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted
36 to 48 Months	
With adult assistance, retell a rule or safety practice (PHM/GK.48.n)	PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
Use basic safety practices (PHM/GK.36-48.j)	PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted

	<u>Pre-K</u> : Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
48 Months to KE	
Discuss examples of authority, rules, fairness, and personal responsibilities in own experiences and in stories read to him/her (PHM/GK.KE.g)	PMP 20-2 Learns Safety Rules <u>Pre-K</u> : Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
Community and Culture	
Community	
Birth to 12 Months	
Become aware of self (GK.12.g)	SED 4-1 Develops Awareness of Self <u>1-3 mos</u> : Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos</u> : Learns about self by exploring hands, feet, body, and movement <u>8-12 mos</u> : Enjoys watching self in mirror
Respond to name (GK.12.h)	SED 4-1 Develops Awareness of Self <u>1-3 mos</u> : Shows interest in self, such as watching own hands or playing with feet <u>4-7 mos</u> : Learns about self by exploring hands, feet, body, and movement <u>8-12 mos</u> : Enjoys watching self in mirror
12 to 24 Months	
Repeat activities through trial and error, and look at adult for acknowledgement of success (GK.24.v)	CS 14-2 Makes Predictions <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 <u>1-Year Old</u> : Observes and experiments with cause and effect, such as pushing over a block tower
Accomplish a new task and clap for self (GK.24.w)	SED 4-2 Becomes Confident <u>1-Year Old</u> : Shows confidence in own abilities; is proud to demonstrate abilities <u>2-Year Old</u> : Shows confidence in increasing abilities; enjoys showing others what he/she can do
24 to 36 Months	
Have knowledge of own characteristics, such as name, gender, age, physical traits, and family roles (GK.36.dd)	SED 4-1 Develops Awareness of Self <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 <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
Name self in pictures (GK.36.aa)	SED 4-1 Develops Awareness of Self <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 <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
36 to 48 Months	

Relate own identification information (GK.48.ee)	<p>SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <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>
48 Months to KE	
Use self-identifying information (e.g. name, age) in situations outside the classroom (GK.KE.gg)	<p>SED 4-1 Develops Awareness of Self <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>
Culture	
Birth to 12 Months	
Recognize simple differences between people (GK.12.i)	<p>SS 16-1 Explores Cultures <u>1-12 mos:</u> Participates in experiential opportunities that are culturally diverse</p>
12 to 24 Months	
Enjoy poems, stories, and songs about a variety of people and cultures (GK.24.x)	<p>SS 16-1 Explores Cultures <u>1-2-Year Old:</u> Participates in experiential opportunities that are culturally diverse</p>
24 to 36 Months	
With adult assistance, begin to develop awareness, knowledge, and appreciation of own culture (GK.36.ee)	<p>SS 16-1 Explores Cultures <u>2-Year Old:</u> Participates in experiential opportunities that are culturally diverse <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work</p> <p>SED 4-1 Develops Awareness of Self <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 <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>
36 to 48 Months	
Show awareness, knowledge, and appreciation of own culture (GK.48.ff)	<p>SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <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> <p>SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>
48 Months to KE	

Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
Creative Arts Expression and Representation	
Visual	
Birth to 12 Months	
Explore art tools and materials (GK.12.j)	CCA 21-1 Explores Art Media <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 <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials
Gaze at paintings, pictures, or photographs with interest (GK.12.k)	CCA 21-1 Explores Art Media <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 <u>8-12 mos:</u> Uses age-appropriate art materials, such as “edible art” or other safe materials
12 to 24 Months	
Use basic art materials to create an age appropriate product (GK.24.y)	CCA 21-1 Explores Art Media <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
Show interest in others’ work or product (GK.24.z)	CCA 21-1 Explores Art Media <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
Make scribbles or marks (GK/LA.24.aa)	CCA 21-1 Explores Art Media <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
24 to 36 Months	
Tell about own art products (GK.36.ff)	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <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
With adult assistance, use a variety of tools and materials to create new products (GK.36.gg)	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <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
With adult assistance, comment on characteristics of others’ work (GK.36.hh)	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions

	<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 age appropriate representations of real objects and concepts in artwork (GK.36.ii)	CCA 21-1 Explores Art Media <u>2-Year Old:</u> Uses a variety of art materials to create artwork or other inventions <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
36 to 48 Months	
Describe color and shape in artwork (GK.48.gg)	CCA 21-1 Explores Art Media <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 <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
Use a variety of tools and materials to create new products (GK.48.hh)	CCA 21-1 Explores Art Media <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 <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
Comment on characteristics of others' work (GK.48.ii)	CCA 21-1 Explores Art Media <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 <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
Name the feelings that own artwork is intended to express (GK.48.jj)	CCA 21-1 Explores Art Media <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 <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
48 Months to KE	
Describe texture, color, and shape in artwork (GK.KE.ii)	CCA 21-1 Explores Art Media <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
Explore a variety of age-appropriate materials and media to create two- and three-dimensional artwork (GK.KE.jj)	CCA 21-1 Explores Art Media <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
Express an opinion about a work of art (GK.KE.kk)	CCA 21-1 Explores Art Media <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
Explore how color can convey mood and emotion (GK.KE.ll)	CCA 21-1 Explores Art Media <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
Musical	
Birth to 12 Months	

Imitate new sounds and movements (GK.12.l)	CCA 21-2 Explores Music <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
Respond to music (GK.12.m)	CCA 21-2 Explores Music <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
12 to 24 Months	
Show pleasure and excitement when exposed to music (GK.24.bb)	CCA 21-2 Explores Music <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
Use instruments to create sound (GK.24.cc)	CCA 21-2 Explores Music <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
24 to 36 Months	
Use instruments to create sound and rhythm (GK.36.jj)	CCA 21-2 Explores Music <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 <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
Sing songs in recognizable ways (GK.36-48.kk)	CCA 21-2 Explores Music <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 <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
36 to 48 Months	
Use instruments to create rhythm and sound, imitating adults (GK.48.mm)	CCA 21-2 Explores Music <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 <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Sing songs in recognizable ways (GK.36-48.kk)	CCA 21-2 Explores Music <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

	<u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Sing songs imitating adults (GK.48.nn)	CCA 21-2 Explores Music <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 <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
48 Months to KE	
Play instruments using different beats, tempos, dynamics, and interpretation (GK.KE.mm)	CCA 21-2 Explores Music <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Sing a variety of songs with repetitive phrases and rhythmic patterns independently and with others (GK.KE.nn)	CCA 21-2 Explores Music <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Sing songs varying voice and sounds (e.g. high and low, short and long, loud and soft, or fast and slow) (GK.KE.oo)	CCA 21-2 Explores Music <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Identify one source of music that can be heard in daily life (GK.KE.pp)	CCA 21-2 Explores Music <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Movement	
Birth to 12 Months	
Recognize simple differences between people (GK.12.i)	SED 5-1 Bonds with Adults <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
12 to 24 Months	
Show interest in moving body in different ways (GK.24.dd)	CCA 21-3 Explores Movement and Dance <u>1-Year Old</u> : May move when music is playing and “bounce” to the music <u>2-Year Old</u> : Moves when music is playing; begins to move in time to music
Act out real behaviors during play using objects for intended purpose (GK.24.ee)	CCA 21-4 Participates in Dramatic Play <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
24 to 36 Months	
Use body and energy to move in different ways (GK.36-48.ll)	CCA 21-3 Explores Movement and Dance

	<p><u>2-Year Old:</u> Moves when music is playing; begins to move in time to music</p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p>
Begin to take on roles of familiar people, animals, or characters (GK.36.mm)	<p>CCA 21-4 Participates in Dramatic Play</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> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</p>
Continue to experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.36.a)	<p>CCA 21-3 Explores Movement and Dance</p> <p><u>2-Year Old:</u> Moves when music is playing; begins to move in time to music</p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p>
36 to 48 Months	
Use body and energy to move in different ways (GK.36-48.ll)	<p>CCA 21-3 Explores Movement and Dance</p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p> <p><u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
Engage in play that has a story line (GK.48.oo)	<p>CCA 21-4 Participates in Dramatic Play</p> <p><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play</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>
Move, imitating adults (GK.48.pp)	<p>CCA 21-3 Explores Movement and Dance</p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p> <p><u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
48 Months to KE	
Use body, energy, space, and time to move in a few different ways (GK.KE.qq)	<p>CCA 21-3 Explores Movement and Dance</p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p> <p><u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
Express self freely through movement (GK.KE.rr)	<p>CCA 21-3 Explores Movement and Dance</p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p> <p><u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
Create characters through physical movement, gesture, sound, speech, and facial expressions (GK.KE.ss)	<p>CCA 21-4 Participates in Dramatic Play</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>
Dramatic Expression	
Birth to 12 Months	
Recognize simple differences between people (GK.12.i)	<p>SED 5-1 Bonds with Adults</p> <p><u>1-3 mos:</u> Enjoys interactions with familiar adults; smiles and laughs</p> <p><u>4-7 mos:</u> Knows and responds positively to familiar faces; begins to know if someone is a stranger</p> <p><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</p>

12 to 24 Months	
Enjoy poems, stories, and songs about a variety of people and cultures (GK.24.x)	SS 16-1 Explores Cultures <u>1-2-Year Old:</u> Participates in experiential opportunities that are culturally diverse
Respond to audience's appreciation of actions (GK.24.ff)	CCA 21-4 Participates in Dramatic Play <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
24 to 36 Months	
With adult assistance, begin to develop awareness, knowledge, and appreciation of own culture (GK.36.ee)	SS 16-1 Explores Cultures <u>2-Year Old:</u> Participates in experiential opportunities that are culturally diverse <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work
Seek an audience for one's actions (GK.36.nn)	CCA 21-4 Participates in Dramatic Play <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 <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
36 to 48 Months	
Show awareness, knowledge, and appreciation of own culture (GK.48.ff)	SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
Listen to performances or artists at work (e.g. storytellers, puppet shows) (GK.48.qq)	SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <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
48 Months to KE	
Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
Develop audience skills by observing performances or artists at work in various aspects of the Arts (GK.KE.tt)	CCA 21-4 Participates in Dramatic Play <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
	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work

English Language Arts and Literacy	
Reading Literature	
Key Ideas and Details	
Birth to 12 Months	
Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	<p>LKS 8-1 Develops Early Literacy <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</p>
12 to 24 Months	
Point to pictures or objects in books when asked (LA.24.b)	<p>LKS 8-1 Develops Early Literacy <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 <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>
Point to a character when named in a story (LA.24.c)	<p>LKS 8-1 Develops Early Literacy <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 <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>
24 to 36 Months	
Contribute language from books at appropriate times (LA.36.c)	<p>LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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>
With adult assistance, retell an event from a story (LA.36.d)	<p>ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story</p>
Identify a character or recall an event in a story (LA.36.f)	<p>LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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>
36 to 48 Months	
Ask and answer questions about essential narrative elements (LA.48.a)	<p>LKS 8-1 Develops Early Literacy <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 <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>

With adult assistance, retell a simple story in sequence with picture support or using props (LA.48.b)	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
Identify characters and recall an event in a story (LA.48.c)	LKS 8-1 Develops Early Literacy <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 <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
48 Months to KE	
Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	LKS 8-1 Develops Early Literacy <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
With adult assistance, retell a simple story in sequence (LA.KE.g)	ATL 1-2 Develops Memory <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
Identify characters and recall major events in a story (LA.KE.i)	LKS 8-1 Develops Early Literacy <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
Craft and Structure	
Birth to 12 Months	
Show an interest in the speech of others (LA.12.c)	LKS 8-1 Develops Early Literacy <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
12 to 24 Months	
Point to pictures or objects in books when asked (LA.24.b)	LKS 8-1 Develops Early Literacy <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 <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
24 to 36 Months	
Contribute language from books at appropriate times (LA.36.c)	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures

	<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
Recognize pictures of familiar characters in books (LA.36.i)	LKS 8-1 Develops Early Literacy <u>2-Year Old</u> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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
36 to 48 Months	
Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	LKS 8-1 Develops Early Literacy <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 <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 books written by the same author or illustrator (LA.48.i)	LKS 8-1 Develops Early Literacy <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 <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
48 Months to KE	
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	LKS 8-1 Develops Early Literacy <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
Begin to demonstrate an understanding of the differences between fantasy and reality (LA.KE.k)	LKS 8-1 Develops Early Literacy <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
Know some features of a book (e.g. title, author, illustrator) (LA.KE.l)	LKS 8-1 Develops Early Literacy <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
Integration of Knowledge and Ideas	

Birth to 12 Months	
Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	LKS 8-1 Develops Early Literacy <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 an interest in the speech of others (LA.12.c)	LKS 8-1 Develops Early Literacy <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
12 to 24 Months	
Point to pictures or objects in books when asked (LA.24.b)	LKS 8-1 Develops Early Literacy <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 <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
Point to pictures or objects in books when asked (LA.24.b)	LKS 8-1 Develops Early Literacy <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 <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
24 to 36 Months	
Pretend to read a familiar book (LA.36.j)	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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
Contribute language from books at appropriate times (LA.36.c)	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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
36 to 48 Months	
Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)	LKS 8-1 Develops Early Literacy <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 <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
Ask and answer questions about essential narrative elements (LA.48.a)	LKS 8-1 Develops Early Literacy

	<p>3-Year Old: 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> <p>Pre-K: 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>
48 Months to KE	
Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	<p>LKS 8-1 Develops Early Literacy</p> <p>Pre-K: 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>
Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	<p>LKS 8-1 Develops Early Literacy</p> <p>Pre-K: 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>
Range of Reading and Level of Text Complexity	
Birth to 12 Months	
Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	<p>LKS 8-1 Develops Early Literacy</p> <p>1-3 mos: Experiences stories by being read to by caregivers</p> <p>4-7 mos: Explores books with caregivers; enjoys being read to by others</p> <p>8-12 mos: Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories</p>
12 to 24 Months	
Point to pictures or objects in books when asked (LA.24.b)	<p>LKS 8-1 Develops Early Literacy</p> <p>1-Year Old: 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>2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p>
24 to 36 Months	
Contribute language from books at appropriate times (LA.36.c)	<p>LKS 8-1 Develops Early Literacy</p> <p>2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p> <p>3-Year Old: 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>
36 to 48 Months	
Ask and answer questions about essential narrative elements (LA.48.a)	<p>LKS 8-1 Develops Early Literacy</p> <p>3-Year Old: 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>

	<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
48 Months to KE	
Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	LKS 8-1 Develops Early Literacy <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
Reading Informational	
Key Ideas and Details	
Birth to 12 Months	
Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	LKS 8-1 Develops Early Literacy <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
12 to 24 Months	
Point to pictures or objects in books when asked (LA.24.b)	LKS 8-1 Develops Early Literacy <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 <u>2-Year Old</u> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
24 to 36 Months	
Contribute language from books at appropriate times (LA.36.c)	LKS 8-1 Develops Early Literacy <u>2-Year Old</u> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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
36 to 48 Months	
Ask and answer questions about essential narrative elements (LA.48.a)	LKS 8-1 Develops Early Literacy <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 <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
48 Months to KE	
Identify factual information and events during conversations with adult (LA.KE.o)	LKS 8-1 Develops Early Literacy <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
Craft and Structure	
Birth to 12 Months	
Show an interest in the speech of others (LA.12.c)	LKS 8-1 Develops Early Literacy <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
12 to 24 Months	
Point to pictures or objects in books when asked (LA.24.b)	LKS 8-1 Develops Early Literacy <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 <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
24 to 36 Months	
Contribute language from books at appropriate times (LA.36.c)	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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
Request familiar or favorite books (LA.36.k)	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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
36 to 48 Months	
Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	LKS 8-1 Develops Early Literacy <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 <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 books with common subject matter (LA.48.k)	LKS 8-1 Develops Early Literacy <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 <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

48 Months to KE	
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	LKS 8-1 Develops Early Literacy <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
Know some features of a book (e.g. title, author, illustrator) (LA.KE.l)	LKS 8-1 Develops Early Literacy <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
Integration of Knowledge and Ideas	
Birth to 12 Months	
Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	LKS 8-1 Develops Early Literacy <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 an interest in the speech of others (LA.12.c)	LKS 8-1 Develops Early Literacy <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
12 to 24 Months	
Point to pictures or objects in books when asked (LA.24.b)	LKS 8-1 Develops Early Literacy <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 <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
Relate objects and people to events (AL/LA.24.f)	CS 13-1 Explores Objects <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
24 to 36 Months	
Pretend to read a familiar book (LA.36.j)	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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
Contribute language from books at appropriate times (LA.36.c)	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures

	<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
With adult assistance, recall the sequence of personal routines or events (AL/LA.36.g)	ATL 2-1 Understands Routines <u>2-Year Old</u> : Able to follow daily routines; easily makes common transitions that are part of a daily schedule <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
36 to 48 Months	
Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)	LKS 8-1 Develops Early Literacy <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 <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
Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	LC 7-1 Develops Receptive Communication <u>3-Year Old</u> : Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K</u> : Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
Recall the sequence of personal routines or events (LA.48.i)	ATL 2-1 Understands Routines <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 <u>Pre-K</u> : Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else
48 Months to KE	
Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	LKS 8-1 Develops Early Literacy <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
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	LC 7-1 Develops Receptive Communication <u>Pre-K</u> : Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	ATL 1-6 Thinks with Creativity & Flexibility <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
Range of Reading and Level of Text Complexity	
Birth to 12 Months	
EMERGING	

12 to 24 Months	
Select a favorite book to read (LA.24.h)	LKS 8-1 Develops Early Literacy <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 <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
24 to 36 Months	
Make an "I like" statement about a favorite book or story (LA.36.l)	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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
36 to 48 Months	
Sit and listen to an engaging story from beginning to end (LA.48.m)	LKS 8-1 Develops Early Literacy <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 <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
48 Months to KE	
Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud (LA.KE.p)	LKS 8-1 Develops Early Literacy <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
Reading Foundational	
Print Concepts	
Birth to 12 Months	
EMERGING	
12 to 24 Months	
Show interest in books or photos (LA.24.i)	LKS 8-1 Develops Early Literacy <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 <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
24 to 36 Months	
Demonstrate book handling skills (LA.36.m)	LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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

Recognize and name few letters (LA.36.n)	LKS 8-3 Develops Emergent Reading <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 <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
36 to 48 Months	
Handle books respectfully and appropriately (holding them right-side up and turning pages one at a time from front to back) (LA.48.n)	LKS 8-1 Develops Early Literacy <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 <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
Identify the sounds of few letters (LA.48.o)	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old:</u> Says or sings ABCs <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 and name 10 letters (LA.48.p)	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old:</u> Says or sings ABCs <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
48 Months to KE	
Show understanding that sequence of letters represents a sequence of spoken sounds (e.g. asks how to spell a word) (LA.KE.s)	LKS 8-3 Develops Emergent Reading <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
With adult assistance, segment words in a simple sentence by clapping and naming number of words in a sentence (LA.KE.t)	LKS 8-3 Develops Emergent Reading <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
Recognize and name 10 upper- and lower-case letters (LA.KE.u)	LKS 8-2 Develops Alphabetic Knowledge <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
Phonological Awareness	
Birth to 12 Months	
EMERGING	
12 to 24 Months	
Show interest in rhyming words (LA.24.j)	LC 7-3 Develops Phonemic Awareness <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
24 to 36 Months	
Sing along with rhyming songs (LA.36.o)	LC 7-3 Develops Phonemic Awareness <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
Sing along with songs that have words with repeating initial sounds (LA.36.p)	LC 7-3 Develops Phonemic Awareness <u>2-Year Old:</u> Follows along or repeats parts of songs or nursery rhymes <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
36 to 48 Months	
Recognize rhyming words (LA.48.q)	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <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)
Hear and show awareness of separate words in sentences (LA.48.r)	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <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)
Recognize when words share initial sound (e.g. /b/ as in Bob, ball, baby, boat) (LA.48.s)	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <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)
48 Months to KE	
With adult assistance, generate rhyming words (LA.KE.v)	LC 7-3 Develops Phonemic Awareness <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)
Clap out the syllables in own name (LA.KE.w)	LC 7-3 Develops Phonemic Awareness <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)
With adult assistance, match the initial sound of spoken words (LA.KE.x)	LC 7-3 Develops Phonemic Awareness <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)
Phonics and Word Recognition	
Birth to 12 Months	
EMERGING	
12 to 24 Months	
EMERGING	
24 to 36 Months	

EMERGING	
36 to 48 Months	
Recognize when words share initial sound (e.g. /b/ as in Bob, ball, baby, boat) (LA.48.s)	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <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)
Identify own name in print (LA.48.t)	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <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
Recognize symbols and logos in the environment (LA.48.u)	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <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
48 Months to KE	
Associate three or more letters with their sounds (LA.KE.y)	LKS 8-2 Develops Alphabetic Knowledge <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
Identify some letters in own name (LA.KE.z)	LKS 8-2 Develops Alphabetic Knowledge <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 and “read” familiar words or environmental print (LA.KE.aa)	LKS 8-3 Develops Emergent Reading <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
Fluency	
Birth to 12 Months	
Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	LKS 8-1 Develops Early Literacy <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
12 to 24 Months	
Point to pictures or objects in books when asked (LA.24.b)	LKS 8-1 Develops Early Literacy <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

	<u>2-Year Old</u> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
24 to 36 Months	
Pretend to read a familiar book (LA.36.j)	LKS 8-1 Develops Early Literacy <u>2-Year Old</u> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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
Notice details in an illustration or picture (LA.36.q)	LKS 8-1 Develops Early Literacy <u>2-Year Old</u> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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
36 to 48 Months	
Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)	LKS 8-1 Develops Early Literacy <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 <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
Add detail to drawings and other products with simple descriptive words, symbols, scribbles or letter-like forms (LA.48.v)	LKS 9-1 Develops Emergent Writing <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" <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
48 Months to KE	
Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	LKS 8-1 Develops Early Literacy <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
Add detail to drawings and other products with simple descriptive words, letters or letter forms (LA.KE.bb)	LKS 9-1 Develops Emergent Writing <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
Writing	
Text Types and Purposes	
Birth to 12 Months	
EMERGING	

12 to 24 Months	
Recognize people, objects, and animals in pictures (LA.24.l)	<p>LC 7-4 Expands Vocabulary <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</p>
Make simple statements about people or things not present (LA.24.m)	<p>LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>
Make scribbles or marks (GK/LA.24.aa)	<p>LKS 9-1 Develops Emergent Writing <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</p>
24 to 36 Months	
Recognize and label people, objects, and animals in pictures (LA.36.r)	<p>LKS 8-1 Develops Early Literacy <u>2-Year Old:</u> Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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>
Tell simple stories about people or things not present (LA.36.s)	<p>LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>
Make controlled linear scribbles (LA.36.t)	<p>LKS 9-1 Develops Emergent Writing <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 <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"</p>
36 to 48 Months	
Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w)	<p>LKS 9-1 Develops Emergent Writing <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" <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</p>

Tell stories that refer to other times and places with some details (LA.48.x)	<p>LC 7-2 Develops Expressive Communication</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p><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</p>
Write some letters and letter-like forms (LA.48.y)	<p>LKS 9-1 Develops Emergent Writing</p> <p><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”</p> <p><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</p>
48 Months to KE	
Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	<p>LKS 9-1 Develops Emergent Writing</p> <p><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</p>
Tell detailed stories that refer to other times and places (LA.KE.dd)	<p>LC 7-2 Develops Expressive Communication</p> <p><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</p>
Begin to use sound spelling (e.g. uses initial sound of words to write words, writes several sounds heard in words) (LA.KE.ee)	<p>LKS 9-1 Develops Emergent Writing</p> <p><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</p>
Production and Distribution of Writing	
Birth to 12 Months	
React to a problem (AL/LA.12.d)	<p>CS 14-1 Solves Problems</p> <p><u>4-7 mos:</u> Engages in simple repeated actions to reach a goal, such as trying to get whole hand in mouth</p> <p><u>8-12 mos:</u> Acts intentionally to achieve a goal (e.g., trying different ways to reach a toy under a table)</p>
12 to 24 Months	
Use single object in different ways (AL/LA.24.d)	<p>CS 13-1 Explores Objects</p> <p><u>1-Year Old:</u> Observes and experiments with how things work, such as pushing a button on a toy to hear a sound</p> <p><u>2-Year Old:</u> Becomes increasingly aware object differentiation, such as the difference between solids and non-solids, living and non-living</p>
24 to 36 Months	
Use materials in new ways to accomplish task (AL/LA.36.e)	<p>CS 14-1 Solves Problems</p> <p><u>2-Year Old:</u> Able to solve problems by trying more than one approach; continues efforts to complete a challenging task</p>

	3-Year Old: Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
Engage in tactile experiences creating letters and other forms (AL/LA.36.h)	LKS 9-1 Develops Emergent Writing 2-Year Old: 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 3-Year Old: 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”
36 to 48 Months	
Solve problems without having to try every possibility (AL/LA.48.d)	CS 14-1 Solves Problems 3-Year Old: Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) Pre-K: Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Create letters and other forms using various materials (AL/LA.48.h)	LKS 9-1 Develops Emergent Writing 3-Year Old: 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” Pre-K: 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
48 Months to KE	
Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d)	CS 14-1 Solves Problems Pre-K: Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)	LKS 9-1 Develops Emergent Writing Pre-K: 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
Research to Build and Present Knowledge	
Birth to 12 Months	
Use senses to explore the immediate environment (AL/LA.12.a)	CS 13-1 Explores Objects 1-7 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
Show comfort in routines or experiences that mirror home experiences (AL/LA.12.e)	ATL 2-1 Understands Routines 1-3 mos: Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) 4-7 mos: Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up

	<u>8-12 mos</u> : Remembers daily routines; knows how to use familiar objects
12 to 24 Months	
Explore the environment in close proximity to and in constant sight of an adult (AL/LA.24.a)	ATL 1-4 Is Curious <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
Show interest in new activities and experiences (AL/LA.24.g)	ATL 1-4 Is Curious <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
Relate objects and people to events (AL/LA.24.f)	ATL 2-1 Understands Routines <u>1-Year Old</u> : Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) <u>2-Year Old</u> : Able to follow daily routines; easily makes common transitions that are part of a daily schedule
Prefer routines and activities that mirror home routines (AL/LA.24.e)	ATL 2-1 Understands Routines <u>1-Year Old</u> : Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) <u>2-Year Old</u> : Able to follow daily routines; easily makes common transitions that are part of a daily schedule
24 to 36 Months	
Explore the environment independently and seek occasional approval from a near-by adult (AL/LA.36.a)	ATL 1-4 Is Curious <u>2-Year Old</u> : Shows interest in new objects or activities; tries different ways of using objects or materials <u>3-Year Old</u> : Shows interest in new toys or experiences; asks questions about new opportunities
With adult assistance, try new activities or experiences (AL/LA.36.b)	ATL 1-4 Is Curious <u>2-Year Old</u> : Shows interest in new objects or activities; tries different ways of using objects or materials <u>3-Year Old</u> : Shows interest in new toys or experiences; asks questions about new opportunities
With adult assistance, recall the sequence of personal routines or events (AL/LA.36.g)	ATL 2-1 Understands Routines <u>2-Year Old</u> : Able to follow daily routines; easily makes common transitions that are part of a daily schedule <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
Recognize specific activities that are home or school functions (AL/LA.36.f)	ATL 2-1 Understands Routines <u>2-Year Old</u> : Able to follow daily routines; easily makes common transitions that are part of a daily schedule <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
36 to 48 Months	
Try new activities and experiences independently (AL/LA.48.a)	ATL 1-4 Is Curious <u>3-Year Old</u> : Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K</u> : Shows interest in new experiences; demonstrates eagerness to learn

Recall past experiences in new situations (AL/LA.48.f)	ATL 1-6 Thinks with Creativity & Flexibility <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
Retell experiences in order, providing details (AL/LA.48-KE.e)	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
48 Months to KE	
Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	ATL 1-6 Thinks with Creativity & Flexibility <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
Recall three or four items removed from view (LA.KE.ff)	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
Speaking and Listening	
Comprehension and Collaboration	
Birth to 12 Months	
Respond to repeated words or phrases (LA.12.f)	LC 7-1 Develops Receptive Communication <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
Show an interest in the speech of others (LA.12.c)	LC 7-1 Develops Receptive Communication <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 senses to explore the immediate environment (AL/LA.12.a)	CS 13-1 Explores Objects <u>1-7 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
12 to 24 Months	
Focus attention on speaker and attempt to imitate speech (LA.24.n)	LC 7-1 Develops Receptive Communication <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
Point to pictures or objects in books when asked (LA.24.b)	LKS 8-1 Develops Early Literacy <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

	<u>2-Year Old</u> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures
Explore the environment in close proximity to and in constant sight of an adult (AL/LA.24.a)	ATL 1-4 Is Curious <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
Show interest in new activities and experiences (AL/LA.24.g)	ATL 1-4 Is Curious <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
24 to 36 Months	
Initiate and engage in brief conversations with peers and adults (LA.36.u)	LC 7-6 Learns Conversation Structure <u>2-Year Old</u> : Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact <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
Begin to use appropriate skills when communicating (LA.36.v)	LC 7-6 Learns Conversation Structure <u>2-Year Old</u> : Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact <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
Contribute language from books at appropriate times (LA.36.c)	LKS 8-1 Develops Early Literacy <u>2-Year Old</u> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures <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
Explore the environment independently and seek occasional approval from a near-by adult (AL/LA.36.a)	ATL 1-4 Is Curious <u>2-Year Old</u> : Shows interest in new objects or activities; tries different ways of using objects or materials <u>3-Year Old</u> : Shows interest in new toys or experiences; asks questions about new opportunities
With adult assistance, try new activities or experiences (AL/LA.36.b)	ATL 1-4 Is Curious <u>2-Year Old</u> : Shows interest in new objects or activities; tries different ways of using objects or materials <u>3-Year Old</u> : Shows interest in new toys or experiences; asks questions about new opportunities
36 to 48 Months	
With adult assistance, listen and respond attentively to conversations (e.g. engages in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.48.z)	LKS 8-1 Develops Early Literacy <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 <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 <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>3-Year Old: 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>
<p>With adult assistance, observe and use appropriate ways of interacting in a group (e.g. takes turns in talking, listens to peers, waits to speak until another person is finished talking, asks questions and waits for an answer) (LA.48.aa)</p>	<p>LKS 8-1 Develops Early Literacy 1-3 mos: Experiences stories by being read to by caregivers 4-7 mos: Explores books with caregivers; enjoys being read to by others 8-12 mos: Holds books; turns pages; looks at pictures; shows interest in songs, rhymes, and stories 1-Year Old: Holds books; turns pages; pretends to read; demonstrates pleasure in having books read to him/her; shows interest in photos, pictures, and drawings 2-Year Old: Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures 3-Year Old: 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>
<p>Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)</p>	<p>LC 7-4 Expands Vocabulary 3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words Pre-K: 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>Try new activities and experiences independently (AL/LA.48.a)</p>	<p>ATL 1-4 Is Curious 3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates eagerness to learn</p>
<p>48 Months to KE</p>	
<p>Listen and respond attentively to conversations (e.g. engages in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.KE.gg)</p>	<p>LC 7-6 Learns Conversation Structure Pre-K: Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>
<p>Observe and use appropriate ways of interacting in a group of two to three children (e.g. takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an answer, gains the floor in appropriate ways) (SE/LA.KE.b)</p>	<p>LC 7-6 Learns Conversation Structure Pre-K: Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>
<p>Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)</p>	<p>LC 7-1 Develops Receptive Communication Pre-K: Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>

Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
Presentation of Knowledge and Ideas	
Birth to 12 Months	
Show comfort in routines or experiences that mirror home experiences (AL/LA.12.e)	ATL 2-1 Understands Routines <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects
Communicate with gestures, babbles, or making word-like sounds (LA.12.g)	LC 7-2 Develops Expressive Communication <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
12 to 24 Months	
Prefer routines and activities that mirror home routines (AL/LA.24.e)	ATL 2-1 Understands Routines <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule
Recognize people, objects, and animals in pictures (LA.24.i)	LC 7-4 Expands Vocabulary <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
Use two-word combinations to communicate (LA.24.o)	LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more
24 to 36 Months	
Recognize specific activities that are home or school functions (AL/LA.36.f)	
Recognize and label people, objects, and animals in pictures (LA.36.r)	LC 7-4 Expands Vocabulary <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

	3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
Share experiences using simple two- to three-word combinations (LA.36.w)	LC 7-2 Develops Expressive Communication 2-Year Old: Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more 3-Year Old: Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
Speak to be understood by a familiar adult (LA.36.x)	LC 7-5 Expands Grammar and Pronunciation 2-Year Old: Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as “he” or “she” correctly 3-Year Old: Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)
36 to 48 Months	
Retell experiences in order, providing details (AL/LA.48-KE.e)	ATL 1-2 Develops Memory 3-Year Old: Recalls some elements of a story Pre-K: Recalls part or all of a story, including characters and main events
	LC 7-2 Develops Expressive Communication 3-Year Old: Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic Pre-K: 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
Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w)	LC 7-2 Develops Expressive Communication 3-Year Old: Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic Pre-K: 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
Be understood by most adults (LA.48.bb)	LC 7-5 Expands Grammar and Pronunciation 3-Year Old: Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.) Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
48 Months to KE	
Retell experiences in order, providing details (AL/LA.48-KE.e)	ATL 1-2 Develops Memory 3-Year Old: Recalls some elements of a story Pre-K: Recalls part or all of a story, including characters and main events

	<p>LC 7-2 Develops Expressive Communication <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</p>
Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	<p>LKS 9-1 Develops Emergent Writing <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</p> <p>CCA 21-4 Participates in Dramatic Play <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>
Be understood by most adults and peers (LA.KE.hh)	<p>LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>
Language	
Conventions of Standard English	
Birth to 12 Months	
EMERGING	
12 to 24 Months	
Use one- or two-word phrases (LA.24.p)	<p>LC 7-2 Develops Expressive Communication <u>1-Year Old:</u> Says or signs several single words; from 18-24 months, begins to say 2-3 word phrases, such as "my book," "more juice," or "I want down" <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p>
Make scribbles or marks (GK/LA.24.aa)	<p>LKS 9-1 Develops Emergent Writing <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</p>
Recognize people, objects, and animals in pictures (LA.24.l)	<p>LC 7-4 Expands Vocabulary <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</p>
24 to 36 Months	
Use three- to four-word sentences (may omit some words) (LA.36.y)	<p>LC 7-2 Develops Expressive Communication <u>2-Year Old:</u> Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p>

Make controlled linear scribbles (LA.36.t)	<p>LKS 9-1 Develops Emergent Writing <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 <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”</p>
Recognize and label people, objects, and animals in pictures (LA.36.r)	<p>LC 7-4 Expands Vocabulary <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 <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p>
36 to 48 Months	
Use complete four- to six- word sentences (LA.48.cc)	<p>LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic <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</p>
Write some letters and letter-like forms (LA.48.y)	<p>LKS 9-1 Develops Emergent Writing <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” <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</p>
Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w)	<p>LKS 9-1 Develops Emergent Writing <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” <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</p>
48 Months to KE	
Use a variety of nouns, verbs, and descriptive phrases in meaningful contexts (vocabulary) (LA.KE.ii)	<p>LC 7-2 Develops Expressive Communication <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</p>
Use a variety of sentence structures from simple to more complex in	<p>LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in</p>

meaningful contexts (sentence structure) (LA.KE.jj)	sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
Begin to use sound spelling (e.g. uses initial sound of words to write words, write several sounds heard in words) (LA.KE.ee)	LKS 8-2 Develops Alphabetic Knowledge <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
	LKS 9-1 Develops Emergent Writing <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
Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	LKS 9-1 Develops Emergent Writing <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
Vocabulary Acquisition and Use	
Birth to 12 Months	
Communicate with gestures, babbles, or making word-like sounds (LA.12.g)	LC 7-2 Develops Expressive Communication <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 an interest in the speech of others (LA.12.c)	LC 7-1 Develops Receptive Communication <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
Show comfort in routines or experiences that mirror home experiences (AL/LA.12.e)	ATL 2-1 Understands Routines <u>1-3 mos:</u> Is sleeping and eating on a developmentally-appropriate schedule (<i>for questions, consult pediatric guides</i>) <u>4-7 mos:</u> Demonstrates awareness of daily routines with behavior; may open mouth for feeding or lift arms to be picked up <u>8-12 mos:</u> Remembers daily routines; knows how to use familiar objects
12 to 24 Months	
Name familiar people, animals and objects (LA.24.k)	LC 7-4 Expands Vocabulary <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
	LC 7-4 Expands Vocabulary

<p>Show an awareness of word relationships when matching and sorting objects by color, size, or shape (LA.24.q)</p>	<p><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</p> <p>CS 13-2 Classifies or Sorts Objects <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</p>
<p>Point to pictures or objects in books when asked (LA.24.b)</p>	<p>LKS 8-1 Develops Early Literacy <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 <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>
<p>Prefer routines and activities that mirror home routines (AL/LA.24.e)</p>	<p>ATL 2-1 Understands Routines <u>1-Year Old:</u> Anticipates daily routines based on actions (e.g., putting on my bib means we are going to eat) <u>2-Year Old:</u> Able to follow daily routines; easily makes common transitions that are part of a daily schedule</p>
<p>Name familiar people, animals and objects (LA.24.k)</p>	<p>LC 7-4 Expands Vocabulary <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</p>
<p>24 to 36 Months</p>	
<p>Use some personal pronouns (LA.36.z)</p>	<p>LC 7-5 Expands Grammar and Pronunciation <u>2-Year Old:</u> Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly <u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. "goed," "mouses," etc.)</p>
<p>With adult assistance, begin to explore word relationships by matching and sorting according to color, size, or shape (LA.36.aa)</p>	<p>LC 7-4 Expands Vocabulary <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 <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p> <p>CS 13-2 Classifies or Sorts Objects <u>2-Year Old:</u> Recognizes similarities or differences between familiar and unfamiliar people, objects or events <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function</p>
<p>Contribute language from books at appropriate times (LA.36.c)</p>	<p>LKS 8-1 Develops Early Literacy <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>

	3-Year Old: 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
Recognize specific activities that are home or school functions (AL/LA.36.f)	ATL 2-1 Understands Routines 2-Year Old: Able to follow daily routines; easily makes common transitions that are part of a daily schedule 3-Year Old: Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
Use some personal pronouns (LA.36.z)	LC 7-5 Expands Grammar and Pronunciation 2-Year Old: Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as “he” or “she” correctly 3-Year Old: Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)
36 to 48 Months	
Describe and tell the use of familiar items (LA.48.dd)	LC 7-2 Develops Expressive Communication 3-Year Old: Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic Pre-K: 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
With adult assistance, use word relationships to sort objects into subgroups by one or two attributes such as color, size, or shape (LA.48.ee)	LC 7-4 Expands Vocabulary 3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words Pre-K: 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)
	CS 13-2 Classifies or Sorts Objects 3-Year Old: Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function Pre-K: Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	LC 7-1 Develops Receptive Communication 3-Year Old: Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues Pre-K: Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
Retell experiences in order, providing details (AL/LA.48-KE.e)	ATL 1-2 Develops Memory 3-Year Old: Recalls some elements of a story Pre-K: Recalls part or all of a story, including characters and main events
	LC 7-2 Develops Expressive Communication 3-Year Old: Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal

	<p>cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p><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</p>
48 Months to KE	
Describe and tell the use of many familiar items (LA.KE.kk)	<p>LC 7-2 Develops Expressive Communication</p> <p><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</p>
With adult assistance, use word relationships to sort, classify, and serialize objects using attributes such as color, shape, or size (LA.KE.ll)	<p>LC 7-4 Expands Vocabulary</p> <p><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>CS 13-2 Classifies or Sorts Objects</p> <p><u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound</p>
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	<p>LC 7-1 Develops Receptive Communication</p> <p><u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
Recall three or four items removed from view (LA.KE.ff)	<p>ATL 1-2 Develops Memory</p> <p><u>3-Year Old:</u> Recalls some elements of a story</p> <p><u>Pre-K:</u> Recalls part or all of a story, including characters and main events</p>
Describe and tell the use of many familiar items (LA.KE.kk)	<p>LC 7-2 Develops Expressive Communication</p> <p><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</p>

DISCLAIMER:

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