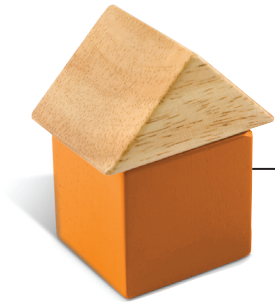




Alignment of



The Creative Curriculum®
for Family Child Care



WITH

**Alignment of the *The Creative Curriculum*[®] for Family Child Care
With
*Colorado Early Learning and Development Guidelines***

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

References

Colorado Department of Education. (2011). Colorado early learning and development guidelines. Denver, CO: Author. Content retrieved from <http://www.cde.state.co.us/sites/default/files/Early%20Learning%20Guidelines.pdf>

Teaching Strategies, LLC. (2009). *The Creative Curriculum*[®] for Family Child Care. Washington, DC: Author.

Colorado Early Learning and Development Guidelines	How <i>The Creative Curriculum</i>[®] for Family Child Care Meets Colorado Early Learning and Development Guidelines
Physical Development & Health	
4-8 Months	
1. The developing ability to become aware of the social and physical environment through the senses.	
1. Use the senses to explore objects and people in the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation
2. The developing ability to move the large muscles.	
1. Maintain their posture in a sitting position and shift between sitting and other positions.	5. Demonstrates balancing skills
2. Demonstrate control of head and neck.	5. Demonstrates balancing skills
3. The developing ability to move the small muscles.	
1. Easily reach for and grasp things.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands
2. Use eyes and hands to explore objects actively.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands
4. Maintenance of healthy growth and participation in physical activity.	
1. Maintain growth.	Not addressed in <i>Teaching Strategies GOLD</i> [®]
2. Engage in physical activity and movement.	4. Demonstrates traveling skills
3. Develop sleep routines and cycles.	23. Demonstrates knowledge of patterns

9-18 Months	
1. The developing ability to become aware of the social and physical environment through the senses.	
1. Use the information received from the senses to change the way they interact with the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation
2. The developing ability to move the large muscles.	
1. Move from one place to another by walking and running with basic control and coordination.	4. Demonstrates traveling skills
3. The developing ability to move the small muscles.	
1. Hold small objects in one hand and sometimes use both hands together to manipulate objects.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands
4. Maintenance of healthy growth and participation in physical activity.	
1. Demonstrate the stamina and energy to participate in daily activities.	4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulative skills
2. Show characteristics of healthy development and maintain growth.	Not addressed in <i>Teaching Strategies GOLD</i> [®]

19-36 Months	
1. The developing ability to become aware of the social and physical environment through the senses.	
1. Quickly and easily combine the information received from the senses to inform the way they interact with the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation
2. The developing ability to move the large muscles.	
1. Move with ease, coordinating movements and performing a variety of movements.	6. Demonstrates gross-motor manipulative skills
3. The developing ability to move the small muscles.	
1. Coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands
2. Use one hand to stabilize an object while manipulating it.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands
4. The maintenance of healthy and age appropriate physical well-being.	
1. Participates in physical activity.	4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulative skills
2. Begins to practice health and safety behaviors.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations

Ages 3-5 Years	
1. The maintenance of healthy and age appropriate physical well-being.	
1. Possess good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.	Not addressed in <i>Teaching Strategies GOLD</i> [®]
2. Participate in prevention and management of chronic health conditions and avoid toxins, such as lead.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately
3. Maintain physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age.	Not addressed in <i>Teaching Strategies GOLD</i> [®]
4. Get sufficient rest and exercise to support healthy development.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately
2. The understanding of healthy and safe habits and practicing healthy habits.	
1. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately
2. Communicate an understanding of the importance of health and safety routines and rules.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations
3. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations
4. Distinguish food on a continuum from most healthy to less healthy.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately
5. Eat a variety of nutritious foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately
6. Participate in structured and unstructured physical activities.	4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulative skills
7. Recognize the importance of doctor and dentist visits.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately
8. Cooperate during doctor and dentist visits and health and developmental screening.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately

3. The control of large muscles for movement, navigation, and balance.	
1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.	4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulative skills
2. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.	6. Demonstrates gross-motor manipulative skills
3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.	4. Demonstrates traveling skills
4. The control of small muscles for such purposes as using utensils, self-care, building, and exploring.	
1. Develop hand strength and dexterity.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands
2. Develop eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands
3. Manipulate a range of objects, such as blocks or books.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands
4. Manipulate writing, drawing, and art tools.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands

Social and Emotional Development	
Social Development 4-8 Months	
1. The developing ability to respond to and engage with adults.	
1. Purposefully engage in reciprocal interactions and try to influence the behavior of others.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations
2. May be both interested in and cautious of unfamiliar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults
2. The developing ability to respond to and engage with other children.	
1. Show interest in familiar and unfamiliar peers by staring at another child, exploring another child's face and body, or responding to siblings and older peers.	2. Establishes and sustains positive relationships 2c. Interacts with peers
3. The development of relationships with certain peers through interactions over time.	
1. Show interest in familiar and unfamiliar children.	2. Establishes and sustains positive relationships 2c. Interacts with peers
4. The developing ability to share in the emotional experiences of others.	
1. Demonstrate awareness of others' feelings by reacting to their emotional expressions.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues
5. The developing understanding of the responses, communication, emotional expressions, and actions of other people.	
1. Know what to expect from familiar people.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults
2. Understand what to do to get another's attention.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations
3. Engage in back-and-forth interactions with others.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations
4. Imitate the simple actions or facial expressions of others.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations

Emotional Development 4-8 Months	
1. The development of close relationships with certain adults who provide consistent nurturance.	
1. Seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeding proximity, especially when distressed.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults
2. The developing concept that the child is an individual operating with social relationships.	
1. Show clear awareness of being a separate person and of being connected with other people.	29. Demonstrates knowledge about self
2. Identify others as both distinct from and connected to themselves.	29. Demonstrates knowledge about self
3. The developing understanding that the child can take action to influence the environment.	
1. Understand that they are able to make things happen.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation
4. The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.	
1. Express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear.	29. Demonstrates knowledge about self
5. The developing ability to manage emotional responses, with assistance from others and independently.	
1. Use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.	1. Regulates own emotions and behaviors 1a. Manages feelings
6. The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.	
1. Act on impulses.	11. Demonstrates positive approaches to learning 11a. Attends and engages

Social Development 9-18 Months	
1. The developing ability to respond to and engage with adults.	
1. Participate in routines and games that involve complex back-and-forth interaction.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations
2. Follow the gaze of an adult to an object or person.	8. Listens to and understands increasingly complex language 8a. Comprehends language
3. Check with a familiar adult when uncertain about something or someone.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults
2. The developing ability to respond to and engage with other children.	
1. Engage in simple back-and- forth interactions with peers for short periods of time.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations
3. The development of relationships with certain peers through interactions over time.	
1. Prefer to interact with one or two familiar children in the group and usually engage in the same kind of back-and-forth play when interacting with those children.	2. Establishes and sustains positive relationships 2d. Makes friends
4. The developing ability to share in the emotional experiences of others.	
1. Change their behavior in response to the feelings of others even though their actions may not always make the other person feel better.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues
2. Show an increased understanding of the reason for another's distress and may become distressed by the other's distress.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues
5. The developing understanding of the responses, communication, emotional expressions, and actions of other people.	
1. Know how to get adults to respond in a specific way through gestures, vocalizations, and shared attention.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately
2. Use another's emotional expressions to guide their own responses to unfamiliar events.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues

3. Learn more complex behavior through imitation.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play
4. Engage in more complex social interactions and have developed expectations for a greater number of familiar people.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others
Emotional Development 9-18 Months	
1. The development of close relationships with certain adults who provide consistent nurturance.	
1. Feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults
2. When distressed, seek to be physically close to familiar adults.	1. Regulates own emotions and behaviors 1a. Manages feelings
2. The developing concept that the child is an individual operating with social relationships.	
1. Demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings.	29. Demonstrates knowledge about self
2. Demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them.	12. Remembers and connects experiences 12b. Makes connections
3. The developing understanding that the child can take action to influence the environment.	
1. Experiment with different ways of making things happen.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation
2. Persist in trying to do things even when faced with difficulty.	11. Demonstrates positive approaches to learning 11b. Persists
3. Show a sense of satisfaction with what they can do.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately
4. The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.	
1. Express emotions in a clear and intentional way.	1. Regulates own emotions and behaviors 1a. Manages feelings
2. Begin to express some complex emotions, such as pride.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary

5. The developing ability to manage emotional responses, with assistance from others and independently.	
1. Demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort.	1. Regulates own emotions and behaviors 1a. Manages feelings
2. Communicate needs and wants through the use of a few words and gestures.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately
6. The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.	
1. Respond positively to choices and limits set by an adult to help control their behavior.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations

Social Development 19-36 Months	
1. The developing ability to respond to and engage with adults.	
1. Interact with adults to solve problems or communicate about experiences or ideas.	11. Demonstrates positive approaches to learning 11c. Solves problems
2. The developing ability to respond to and engage with other children.	
1. Engage in simple cooperative play with peers.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others
3. The development of relationships with certain peers through interactions over time.	
1. Develop friendships with a small number of children and engage in more complex play with those friends than with other peers.	2. Establishes and sustains positive relationships 2d. Makes friends
4. The developing ability to share in the emotional experiences of others.	
1. Understand that other people have feelings that are different from their own.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues
2. Sometimes respond to another's distress in a way that might make that person feel better.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues
5. The developing understanding of the responses, communication, emotional expressions, and actions of other people.	
1. Talk about their own wants and feelings and those of other people.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others
2. Describe familiar routines.	12. Remembers and connects experiences 12b. Makes connections
3. Participate in coordinated episodes of pretend play with peers.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play
4. Interact with adults in more complex ways.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults

Emotional Development 19-36 Months	
1. The development of close relationships with certain adults who provide consistent nurturance.	
1. When exploring the environment, from time to time reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults
2. When distressed, may still seek to be physically close to these adults.	1. Regulates own emotions and behaviors 1a. Manages feelings
2. The developing concept that the child is an individual operating with social relationships.	
1. Identify their feelings, needs, and interests.	29. Demonstrates knowledge about self
2. Identify themselves and others as members of one or more groups by referring to categories.	29. Demonstrates knowledge about self
3. The developing understanding that the child can take action to influence the environment.	
1. Show an understanding of their own abilities and may refer to those abilities when describing themselves.	29. Demonstrates knowledge about self
4. The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or	
1. Express complex, self-conscious emotions such as pride, embarrassment, shame, and guilt.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary
2. Demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 29. Demonstrates knowledge about self

5. The developing ability to manage emotional responses, with assistance from others and independently.	
1. Anticipate the need for comfort and try to prepare themselves for changes in routine.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations
2. Have many self-comforting behaviors to choose from, depending on the situation, and can communicate specific needs and wants.	1. Regulates own emotions and behaviors 1a. Manages feelings
6. The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.	
1. Sometimes exercise voluntary control over actions and emotional expressions.	1. Regulates own emotions and behaviors 1a. Manages feelings

Social and Emotional Development Ages 3-5 Years	
1. The healthy relationships and interactions with adults and peers.	
1. Communicate with familiar adults and accept or request guidance.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults
2. Cooperate with others.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others
3. Develop friendships with peers.	2. Establishes and sustains positive relationships 2d. Makes friends
4. Establish secure relationships with adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults
5. Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others
6. Resolve conflict with peers alone and/or with adult intervention as appropriate.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems
7. Recognize and labels others' emotions.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues
8. Express empathy and sympathy to peers.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues
9. Recognize how actions affect others and accepts consequences of one's actions.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations
2. The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
1. Identify personal characteristics, preferences, thoughts, and feelings.	29. Demonstrates knowledge about self
2. Demonstrate age-appropriate independence in a range of activities, routines, and tasks.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately
3. Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately
4. Demonstrate age-appropriate independence in decision making regarding activities and materials.	29. Demonstrates knowledge about self

3. The ability to recognize and regulate emotions, attention, impulses, and behavior.	
1. Recognize and label emotions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary
2. Handle impulses and behavior with minimal direction from adults.	1. Regulates own emotions and behaviors 1a. Manages feelings
3. Follow simple rules, routines, and directions.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations
4. Shift attention between tasks and move through transitions with minimal direction from adults.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations
4. A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.	
1. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear.	1. Regulates own emotions and behaviors 1a. Manages feelings
2. Refrain from disruptive, aggressive, angry, or defiant behaviors.	1. Regulates own emotions and behaviors 1a. Manages feelings
3. Adapt to new environments with appropriate emotions and behaviors.	1. Regulates own emotions and behaviors 1a. Manages feelings

Language and Literacy Development	
4-8 Months	
1. The developing ability to understand words and increasingly complex utterances.	
1. Show understanding of a small number of familiar words and react to adult's overall tone of voice.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Listens to and understands increasingly complex language 8a. Comprehends language
2. The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.	
1. Experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary
3. The developing ability to communicate nonverbally and verbally.	
1. Participate in back-and-forth communication and games.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations
4. The developing interest in engaging with print in books and the environment.	
1. Explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books

9-18 Months	
1. The developing ability to understand words and increasingly complex utterances.	
1. Show understanding of one-step requests that have to do with the current situation.	8. Listens to and understands increasingly complex language 8b. Follows directions
2. The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.	
1. Say a few words and use conventional gestures to tell others about their needs, wants, and interests.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary
3. The developing ability to communicate nonverbally and verbally.	
1. Use conventional gestures and words to communicate meaning in short back-and-forth interactions.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations
2. Use the basic rules of conversational turn-taking when communicating.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language
4. The developing interest in engaging with print in books and the environment.	
1. Listen to the adult and participate while being read to by pointing, turning pages, or making one- or two-word comments.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations
2. Actively notice print in the environment.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts

19-36 Months	
1. The developing ability to understand words and increasingly complex utterances.	
1. Demonstrate understanding of the meaning of others' comments, questions, requests, or stories.	8. Listens to and understands increasingly complex language 8a. Comprehends language
2. The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.	
1. Communicate in a way that is understandable to most adults who speak the same language they do.	9. Uses language to express thoughts and needs 9b. Speaks clearly
2. Combine words into simple sentences.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar
3. Demonstrate the ability to follow some grammatical rules of the home language.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar
3. The developing ability to communicate nonverbally and verbally.	
1. Engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations
4. The developing interest in engaging with print in books and the environment.	
1. Listen, ask questions, or make comments while being read to.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations
2. Look at books on their own.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills
3. Make scribble marks on paper and pretending to read what is written.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 19. Demonstrates emergent writing skills 19b. Writes to convey meaning

Ages 3-5 Years	
English Language Development	
1. The ability to comprehend or understand the English language.	
1. Participate with movement and gestures while other children and the teachers dance and sing in English.	37. Demonstrates progress in listening to and understanding English
2. Acknowledge or respond nonverbally to common words or phrases, such as “hello,” “good bye,” “snack time,” “bathroom,” when accompanied by adult gestures.	37. Demonstrates progress in listening to and understanding English
3. Point to body parts when asked, “Where is your nose, hand, leg...?”	29. Demonstrates knowledge about self 37. Demonstrates progress in listening to and understanding English
4. Comprehend and respond to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” “Why do you think the caterpillar is hungry?”	37. Demonstrates progress in listening to and understanding English 38. Demonstrates progress in speaking English
5. Follow multi-step directions in English with minimal cues or assistance.	8. Listens to and understands increasingly complex language 8b. Follows directions 37. Demonstrates progress in listening to and understanding English
2. The ability to speak or use English.	
1. Repeat word or phrase to self, such as “bus” while group sings the “Wheels on the Bus” or “brush teeth” after lunch.	38. Demonstrates progress in speaking English
2. Request items in English, such as “car,” “milk,” “book,” “ball.”	38. Demonstrates progress in speaking English
3. Use one or two English words, sometimes joined to represent a bigger idea, such as “throwball.”	38. Demonstrates progress in speaking English
4. Use increasingly complex and varied English vocabulary.	38. Demonstrates progress in speaking English
5. Construct sentences, such as “The apple is round,” or “I see a fire truck with lights on.”	38. Demonstrates progress in speaking English

3. Understanding and responding to books, storytelling, and songs presented in English.	
1. Demonstrate eagerness to participate in songs, rhymes, and stories in English.	38. Demonstrates progress in speaking English
2. Point to pictures and says the word in English, such as “frog,” “baby,” “run.”	38. Demonstrates progress in speaking English
3. Learn part of a song or poem in English and repeat it.	38. Demonstrates progress in speaking English
4. Talk with peers or adults about a story read in English.	38. Demonstrates progress in speaking English
5. Tell a story in English with a beginning, middle, and end from a book or about a personal experience.	38. Demonstrates progress in speaking English

Language Development	
1. The ability to comprehend or understand language.	
1. Attend to language during conversations, songs, stories, or other learning experiences.	8. Listens to and understands increasingly complex language 8a. Comprehends language
2. Comprehend increasingly complex and varied vocabulary.	8. Listens to and understands increasingly complex language 8a. Comprehends language
3. Comprehend different forms of language, such as questions or exclamations.	8. Listens to and understands increasingly complex language 8a. Comprehends language
4. Comprehend different grammatical structures or rules for using language.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar
2. The ability to use language.	
1. Engage in communication and conversation with others.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations
2. Use language to express ideas and needs.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary
3. Use increasingly complex and varied vocabulary.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary
4. Use different forms of language.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary
5. Use different grammatical structures for a variety of purposes.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar
6. Engage in storytelling.	9. Uses language to express thoughts and needs 9d. Tells about another time or place
7. Engage in conversations with peers and adults.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations

Literacy Knowledge & Skills	
1. The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.	
1. Show interest in shared reading experiences and looking at books independently.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills
2. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts
3. Ask and answer questions and make comments about print materials.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations
4. Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books
5. Retell stories or information from books through conversation, artistic works, creative movement, or drama.	18. Comprehends and responds to books and other texts 18c. Retells stories
6. Make predictions based on illustrations or portions of story or text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations
2. An awareness that language can be broken into words, syllables, and smaller pieces of sound.	
1. Identify and discriminate between words in language.	8. Listens to and understands increasingly complex language 8a. Comprehends language
2. Identify and discriminate between separate syllables in words.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound
3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration
4. Recognize patterns of sounds in songs, storytelling, and poetry.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound

3. The names and sounds associated with letters.	
1. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters
2. Recognize that letters of the alphabet have distinct sound(s) associated with them.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge
3. Attend to the beginning letters and sounds in familiar words.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration
4. Identify letters and associate correct sounds with letters.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge
4. The concepts about print and early decoding (identifying letter-sound relationships).	
1. Recognize print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts
2. Understand that print conveys meaning.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts
3. Understand conventions, such as print moves from left to right and top to bottom of a page.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts
4. Recognize words as a unit of print and understand that letters are grouped to form words.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts
5. Recognize the association between spoken or signed and written words.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts

5. The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	
1. Experiment with writing tools and materials.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools
2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning
3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 19. Demonstrates emergent writing skills 19a. Writes name
4. Copy, trace, or independently write letters or words.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning
5. Dictate ideas to an adult.	9. Uses language to express thoughts and needs 9d. Tells about another time or place
6. Identify information that is relevant.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation

Cognitive Development	
4-8 Months	
1. The developing understanding that one event brings about another.	
1. Perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation
2. The developing understanding of how things move and fit in space.	
1. Move their bodies, explore the size and shape of objects, and observe people and objects as they move through space.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation
3. The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.	
1. Imitate simple actions and expressions of others during interactions.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations
4. The developing understanding of number and quantity.	
1. Focus on one object or person at a time, yet they may at times hold two objects, one in each hand.	11. Demonstrates positive approaches to learning 11a. Attends and engages
5. The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.	
1. Distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them.	12. Remembers and connects experiences 12a. Recognizes and recalls

6. The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.	
1. Use active exploration to become familiar with objects and actions.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation
2. Build knowledge of people, action, objects, and ideas through observation.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking
7. The developing ability to understand and participate in personal care and sleep routines.	
1. Is responsive during the steps of personal care routines.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately
2. Develops sleep routines and cycles.	23. Demonstrates knowledge of patterns

9-18 Months	
1. The developing understanding that one event brings about another.	
1. Combine simple actions to cause things to happen.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation
2. Change the way they interact with objects and people in order to see how it changes the outcome.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
2. The developing understanding of how things move and fit in space.	
1. Use trial and error to discover how things move and fit in space.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
3. The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.	
1. Imitate others' actions that have more than one step.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking
2. Imitate simple actions that they have observed others doing at an earlier time.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play
4. The developing understanding of number and quantity.	
1. Demonstrate understanding that there are different amounts of things.	13. Uses classification skills
5. The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.	
1. Show awareness when objects are in some way connected to each other.	13. Uses classification skills
2. Match two objects that are the same, and separate a pile of objects into two groups based on one attribute.	13. Uses classification skill

6. The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.	
1. Use one object to represent another object.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play
2. Engage in one or two simple actions of pretend play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play
7. The developing ability to understand and participate in personal care and sleep routines.	
1. Show awareness of familiar personal care routines and participate in the steps of these routines.	23. Demonstrates knowledge of patterns

19-36 Months	
1. The developing understanding that one event brings about another.	
1. Demonstrate an understanding of cause and effect by making predictions about what could happen and reflect upon what caused something to happen.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation
2. The developing understanding of how things move and fit in space.	
1. Predict how things will fit and move in space without having to try out every possible solution.	11. Demonstrates positive approaches to learning 11c. Solves problems
2. Show understanding of words used to describe size and locations in space.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships
3. The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.	
1. Reenact multiple steps of others' actions that they have observed at an earlier time.	11. Demonstrates positive approaches to learning 11c. Solves problems
4. The developing understanding of number and quantity.	
1. Show some understanding that numbers represent how many and demonstrate understanding of words that identify how much.	20. Uses number concepts and operations 20b. Quantifies
5. The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.	
1. Group objects into multiple piles based on one attribute at a time.	13. Uses classification skills
2. Put things that are similar but not identical into one group, even though sometimes these labels are overgeneralized.	13. Uses classification skills

6. The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.	
1. Engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play
2. Sometimes pretend by imagining an object without needing the concrete object present.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play
7. The developing ability to understand and participate in personal care and sleep routines.	
1. Initiate and follow through with some personal care routines.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately

Approaches to Learning	
4-8 Months	
1. The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.	
1. Use simple actions to try to solve problems involving objects, their bodies, or other people.	11. Demonstrates positive approaches to learning 11c. Solves problems
2. The developing ability to store and later retrieve information about past experiences.	
1. Recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present.	12. Remembers and connects experiences 12a. Recognizes and recalls
3. The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.	
1. Pay attention to different things and people in the environment in specific, distinct ways.	11. Demonstrates positive approaches to learning 11a. Attends and engages

9-18 Months	
1. The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.	
1. Physically try out possible solutions before finding one that works.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking
2. Use objects as tools.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 28. Uses tools and other technology to perform tasks
3. Watch someone else solve the problem and then apply the same solution.	11. Demonstrates positive approaches to learning 11c. Solves problems
4. Gesture or vocalize to someone else for help.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary
2. The developing ability to store and later retrieve information about past experiences.	
1. Remember typical actions of people, the location of objects, and steps of routines.	12. Remembers and connects experiences 12b. Makes connections
3. The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.	
1. Rely on order and predictability in the environment to help organize their thoughts and focus attention.	11. Demonstrates positive approaches to learning 11a. Attends and engages

19-36 Months	
1. The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.	
1. Solve some problems without having to physically try out every possible solution and may ask for help when needed.	11. Demonstrates positive approaches to learning 11c. Solves problems
2. The developing ability to store and later retrieve information about past experiences.	
1. Anticipate the series of steps in familiar activities, events, or routines.	12. Remembers and connects experiences 12b. Makes connections
2. Remember characteristics of the environment or people in it.	12. Remembers and connects experiences 12a. Recognizes and recalls
3. Briefly describe recent past events or act them out.	12. Remembers and connects experiences 12a. Recognizes and recalls
3. The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.	
1. Sometimes demonstrate ability to pay attention to more than one thing at a time.	11. Demonstrates positive approaches to learning 11a. Attends and engages

Logic and Reasoning	
Ages 3-5 Years	
1. The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.	
1. Seek multiple solutions to a question, task, or problem.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking
2. Recognize cause and effect relationships.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation
3. Classify, compare, and contrast objects, events, and experiences.	13. Uses classification skills
4. Use past knowledge to build new knowledge.	12. Remembers and connects experiences 12b. Makes connections
5. Know that problems can be identified and possible solutions can be created.	11. Demonstrates positive approaches to learning 11c. Solves problems
2. The use of symbols or objects to represent something else.	
1. Represent people, places, or things through drawings, movement, and three-dimensional objects.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically
2. Engage in pretend play and act out roles.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play
3. Recognize the difference between pretend or fantasy situations and reality.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play

Mathematics Knowledge and Skills	
Ages 3-5 Years	
1. The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).	
1. Recognize numbers and quantities in the everyday environment.	20. Uses number concepts and operations 20c. Connects numerals with their quantities
2. Recite numbers in the correct order and understand that numbers come “before” or “after” one another.	20. Uses number concepts and operations 20a. Counts
3. Associate quantities and the names of numbers with written numerals.	20. Uses number concepts and operations 20c. Connects numerals with their quantities
4. Use one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.	20. Uses number concepts and operations 20b. Quantifies
5. Use the number name of the last object counted to represent the number of objects in the set.	20. Uses number concepts and operations 20a. Counts
2. The use of numbers to describe relationships and solve problems.	
1. Use a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describe the comparison with terms, such as more, less, greater than, fewer, or equal to.	20. Uses number concepts and operations 20b. Quantifies
2. Recognize that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.	20. Uses number concepts and operations 20b. Quantifies
3. Identify the new number created when numbers are combined or separated.	20. Uses number concepts and operations 20b. Quantifies
3. The understanding of shapes, their properties, and how objects are related to one another.	
1. Recognize and name common shapes, their parts, and attributes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes

2. Combine and separates shapes to make other shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes
3. Compare objects in size and shape.	22. Compares and measures
4. Understand directionality, order, and position of objects, such as up, down, in front, behind.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships
4. The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.	
1. Sort, classify, and serialize (put in a pattern) objects using attributes, such as color, shape, or size.	22. Compares and measures
2. Recognize, duplicate, and extend simple patterns.	23. Demonstrates knowledge of patterns
3. Create patterns through the repetition of a unit.	23. Demonstrates knowledge of patterns
5. The understanding of attributes and relative properties of objects as related to size, capacity, and area.	
1. Compare objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier).	22. Compares and measures
2. Order objects by size or length.	22. Compares and measures
3. Uses nonstandard and standard techniques and tools to measure and compare.	22. Compares and measures
4. Describe the order of common events.	12. Remembers and connects experiences 12a. Recognizes and recalls
5. Sequence a simple set of activities or events.	12. Remembers and connects experiences 12a. Recognizes and recalls

Science Knowledge and Skills	
Ages 3-5 Years	
1. The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.	
1. Use senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
2. Observe and discuss common properties, differences, and comparisons among objects.	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials
3. Participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.	24. Uses scientific inquiry skills
4. Collect, describe, and record information through discussions, drawings, maps, and charts.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 24. Uses scientific inquiry skills
5. Describe and discuss predictions, explanations, and generalizations based on past experience.	12. Remembers and connects experiences 12b. Makes connections

2. The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.	
1. Observe, describe, and discuss living things and natural processes.	25. Demonstrates knowledge of the characteristics of living things
2. Predict, explain, and infer patterns based on observations and representations of living things, their needs, and life cycles.	25. Demonstrates knowledge of the characteristics of living things
3. Observe, describe, and discuss properties of materials and transformation of substances.	26. Demonstrates knowledge of the physical properties of objects and materials
4. Identify, predict, and extend patterns based on observations and representations of objects in the sky, daily weather, and seasonal changes.	27. Demonstrates knowledge of Earth's environment
5. Observe and describe patterns observed over the course of a number of days and nights, possibly including differences in the activities or appearance of plants and animals.	25. Demonstrates knowledge of the characteristics of living things
6. Recognize and investigate cause-and-effect relationships in everyday experiences – pushing, pulling, kicking, rolling, or blowing objects.	24. Uses scientific inquiry skills

Social Studies Knowledge and Skills	
Ages 3-5 Years	
1. The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.	
1. Identify personal and family structure.	29. Demonstrates knowledge about self
2. Understand similarities and respects differences among people.	30. Shows basic understanding of people and how they live
3. Recognize a variety of jobs and the work associated with them.	30. Shows basic understanding of people and how they live
4. Understand the reasons for rules in the home and classroom and for laws in the community.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 30. Shows basic understanding of people and how they live
5. Describe or draw aspects of the geography of the classroom, home, and community.	32. Demonstrates simple geographic knowledge
6. Recognize money and identify its purpose.	30. Shows basic understanding of people and how they live
2. The understanding of the relationship between people and the environment in which they live.	
1. Recognize aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	32. Demonstrates simple geographic knowledge
2. Recognize that people share the environment with other people, animals, and plants.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others
3. Understand that people can take care of the environment through activities, such as recycling.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others
3. The understanding that events happened in the past and how these events relate to one's self, family, and community.	
1. Differentiate between past, present, and future.	31. Explores change related to familiar people or places
2. Recognize events that happened in the past, such as family or personal history.	31. Explores change related to familiar people or places
3. Understand how people live and what they do changes over time.	31. Explores change related to familiar people or places

Creative Arts Expression	
Ages 3-5 Years	
1. The use of voice and instruments to create sounds.	
1. Participate in music activities, such as listening, singing, or performing.	34. Explores musical concepts and expression
2. Experiment with musical instruments.	34. Explores musical concepts and expression
3. Respond to rhythmic patterns and elements of music using expressive movement.	34. Explores musical concepts and expression
4. Improvise movement and sound responses to music.	34. Explores musical concepts and expression
	35. Explores dance and movement concepts
5. Describe and respond to musical elements.	34. Explores musical concepts and expression
6. Recognize a wide variety of sounds and sound sources.	34. Explores musical concepts and expression
7. Express feeling responses to music.	34. Explores musical concepts and expression
8. Recognize music in daily life.	34. Explores musical concepts and expression
2. The use of the body to move to music and express oneself.	
1. Express what is felt and heard in various musical tempos and styles.	34. Explores musical concepts and expression
	35. Explores dance and movement concepts
2. Move to different patterns of beat and rhythm in music.	34. Explores musical concepts and expression
	35. Explores dance and movement concepts
3. Use creative movement to express concepts, ideas, or feelings.	35. Explores dance and movement concepts
4. Demonstrate simple phrases of movement in time and space.	35. Explores dance and movement concepts
5. Attentively observe a dance performance.	35. Explores dance and movement concepts
6. Recognize dances from around the world.	35. Explores dance and movement concepts

3. The use of a range of media and materials to create drawings, pictures, or other objects.	
1. Use different materials and techniques to make art creations.	33. Explores the visual arts
2. Discuss one's own artistic creations and those of others.	33. Explores the visual arts
3. Know that works of art can represent people, places, and things.	33. Explores the visual arts
4. Identify art in daily life.	33. Explores the visual arts
5. Understand that artists have an important role in communities.	33. Explores the visual arts
4. The portrayal of events, characters, or stories through acting and using props and language.	
1. Use dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.	36. Explores drama through actions and language
2. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 36. Explores drama through actions and language
3. Respond to stories and plays.	36. Explores drama through actions and language

Ages 3-5 Years	
1. An interest in varied topics and activities, a desire to learn, creativity, and independence in learning.	
1. Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking
2. Demonstrate eagerness to learn about and discuss a range of topics, ideas, and tasks.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation
3. Ask questions and seek new information.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary
2. The ability to begin and finish activities with persistence and attention.	
1. Maintain interest in a project or activity until completed.	11. Demonstrates positive approaches to learning 11a. Attends and engages
2. Set goals and develop and follow through on plans.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking
3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges.	11. Demonstrates positive approaches to learning 11a. Attends and engages
3. An interest and engagement in group experiences.	
1. Plan, initiate, and complete learning activities with peers.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others
2. Join in cooperative play with others and invite others to play.	2. Establishes and sustains positive relationships 2c. Interacts with peers
3. Model or teach peers.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others
4. Help, share, and cooperate in a group.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others