



Arkansas Child Development and Early Learning Standards  
Birth through 60 Months  
Correlated to  
Frog Street Infant



## Arkansas Child Development and Early Learning Standards: Birth through 60 Months

### SOCIAL and EMOTIONAL DEVELOPMENT

#### SE1. RELATIONSHIP WITH OTHERS

##### SE1.1 Forms Trusting Relationships with Nurturing Adults

##### Interactions

	Frog Street Infant Activity Card References
<p><b>Birth-18m</b> Engages in back-and-forth interactions with familiar adults(e.g., peek-a-boo, makes vocalizations in response to adult interaction, imitates facial expressions or sounds)</p>	<p>P35 SE40, SE64, SE66 C43, C50, C58, C62 L23, 28, 40, 42, 45, 47, 48, 53, 55, 61</p>
<p><b>Birth-18m</b> Communicates needs to familiar adults through a variety of behaviors ranging from crying, looking at object of interest and back at caregiver, smiling, pointing, dropping or banging objects, to leading adult by the hand</p>	<p>L 15, 19, 22,27, 28,31, 37,39,45,47,51,59,60 C 29,43 P35 SE 8, 14, 20, 30, 33, 35</p>
<b>Attachment Relationships</b>	
<p><b>Birth-18m</b> Forms strong emotional bonds (attachment) with one or more caregivers (e.g., shows preference for familiar adults, demonstrates pleasure during caregiver interactions, is soothed by caregiver)</p>	<p>P1 SE1, 2, 3, 4, 5, 6, 8, 13, 14, 16, 20, 23, 25, 26, 29, 30, 37, 39 L2, 7</p>
<p><b>9-36m</b> Looks to particular people for security, comfort, and protection and shows distress or uneasiness when separated from a special person (separation anxiety) or when encountering strangers (stranger anxiety)</p>	<p>P 24, 43, 65 C 2,46, 61, 62, 63 SE 1-6, 8, 14, 20, 22 30, 31, 39,44, 47, 56, 59, 63 L 4, 12</p>
<p><b>9-36m</b> Explores the environment while regularly checking in (visually or physically) with trusted adults and</p>	<p>P1,2,4,11,12,22, 27,37 SE1,2,3,4,5,6,8,13,15,22,23,24</p>

seeks these adults when experiencing stress or uncertainty	
<b>SE1.2 Interacts with Peers</b>	
<b>Develops Friendships</b>	
<b>Birth-18m</b> Shows interest in peers (e.g., watches other children, reaches out to touch them, imitates sounds or actions) with increasing participation in simple, brief back-and-forth interactions with peers	P11, 12, 14, 28, 33, 36, 39, 40 SE9, 10, 11, 12, 16, 17, 18, 19, 22, 23, 27, 28, 29, 30, 33, 36, 41 C2, 3, 4, 5, 6, 10, 11, 12, 13, 14, 15, 16, 17, 19, 23, 24, 26, 29, 32 L1, 4, 7, 8, 15, 16, 17, 19, 24, 26, 31
<b>Stages of Play</b>	
<b>9-18m</b> Begins to engage in parallel play (involved in another child's play)	L 44, 50 P 42, 43, 47, 49, 50, 53, 56, 58, 62, 63, 65 C 44, 65 SE 41, 42, 45, 46, 48, 49, 52, 53, 54, 60, 61, 62
<b>SE2. EMOTIONAL EXPRESSION and UNDERSTANDING</b>	
<b>SE2.1 Experiences, expresses, and regulates a range of emotions</b>	
	<b>Frog Street Infant Activity Card References</b>
<b>Emotion Expression</b>	
<b>Birth-18m</b> Expresses a range of basic emotions (e.g., joy, sadness, contentment, distress, interest, disgust, surprise, anger, fear) through facial expressions, gestures, and sounds	P43, 47, 58, 62 SE41, 43, 44, 45, 46, 47, 49, 51, 53, 54, 56, 57, 58, 60, 63, 64 C51, 52, 53, 54, 59, 65, 66, 47, 50, 56, 59,
<b>Emotion Regulation</b>	
<b>Birth-18m</b> Uses adult support to calm self (e.g., relaxes when picked up and held by a familiar adult) and demonstrates some self-soothing behaviors (e.g., thumb/fist sucking, rocking, turning away from source of overstimulation)	SE1, 3, 4, 7, S13, 19, 21, 22, 23, 25, 26, 30, 33, 37 P24, 32, 35, 36 C13, 15, 24, 36 L18, 27, 28, 32, 33, 37, 40
<b>9-36m</b>	SE1, 3, 4, 7, 13, 19, 21, 22, 23, 25, 26, 30, 33, 37

Frog Street Infant Activity Cards References: *P*: Physical; *L*: Language; *C*: Cognitive; *SE*: Social-Emotional

Comforts self by seeking a special toy, object, or caregiver when upset	
<b>SE2.2 Interprets and responds to the feelings of others</b>	
<b>Empathy</b>	
<b>9-36m</b> Demonstrates interest or concern when others are hurt or in distress and may try to comfort or assist; at times actions may not always match needs of person (e.g., may bring stuffed animal to adult who has headache)	<b>L</b> 1, 31 <b>SE</b> 22, 44, 46, 52, 57, 61, 62, 63
<b>Birth-18m</b> Reacts to and takes cues from others' emotional expressions (e.g., cries when hears other children crying, smiles when someone laughs, stops an action when sees a worried or alarmed expression on caregiver's or peer's face)	<b>SE</b> 2, 5, 6, 8, 9, 11, 13, 16, 22, <b>C</b> 2, 36 <b>L</b> 1, 2, 22, 32
<b>SE3. SELF-AWARENESS and SELF-CONCEPT</b>	
<b>SE3.1 Shows awareness of self as unique individual</b>	
<b>Sense of Identity</b>	
<b>Birth-8m</b> Develops beginning self-awareness (e.g., explores own hands and feet, responds to name)	<b>SE</b> 2, 3, 5, 6, 8, 9, 11, 12, 13, 16, 22, 27, 31, 45, 48 <b>C</b> 2, 4, 11, 36 <b>L</b> 4, 11, 18, 19, 23, 31, 41, 45, 51 <b>P</b> 41
<b>Characteristics of Self and Others</b>	
<b>9-36m</b> Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked)	<b>L</b> 17, 10, 22, 31, 32, 34, 41, 46, 48 <b>P</b> 5, 18, 21, 24, 35, 41, 43, 44 <b>C</b> 6 <b>SE</b> 9, 11, 13, 22, 34, 36
<b>Preferences</b>	
<b>9-36m</b> Shows preferences for specific people, books, toys, food, and activities and indicates dislike or	<b>P</b> 24, 32, 35, 36, 39 <b>SE</b> 22, 23, 25, 27, 31, 32, 34, 35, 36, 37, 38, 39 <b>C</b> 23, 25, 26, 32, 33, 34, 35, 36, 37, 39

unwillingness by communicating “no” (verbally, signing, shaking head)	L 22, 23, 26, 27, 29, 30, 31, 32, 33, 34, 35, 36, 39
<b>SE3.2 Demonstrates competence and confidence</b>	
<b>Sense of Autonomy</b>	
<b>Birth-18m</b> Experiments with ability to influence surroundings and behavior of others (e.g., shows pleasure and curiosity in making toys produce noise; repeats actions or sounds that receive attention)	L 9, 10, 12, 13, 15, 16, 20, 21, 28, 32, 33, 34 P 3, 4, 7, 8, 10, 11, 12, 13, 14, 20, 21, 27, 30, 31, 33, 34, 36 C 1, 2, 4, 5, 6, 7, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 26, 27, 30, 32, 33, 36, 39, 40 SE 4, 5, 10, 11, 15, 17, 18, 19, 31, 34
<b>9-36m</b> Alternates between doing things independently and wanting help or comfort	C 6, 19, 22, 28, 31 P 3, 7, 15, 29, 31 SE 7, 10, 21
<b>COGNITIVE DEVELOPMENT</b>	
<b>CD1. APPROACHES to LEARNING</b>	
<b>CD1.1 Shows curiosity and a willingness to try new things</b>	
<b>Exploration &amp; Investigation</b>	
<b>Birth-18m</b> Uses senses and a variety of actions to explore the environment (e.g., turns head toward a sound, shakes or bangs a toy, mouths objects)	P 1, 7, 8, 12, 13, 14, 15, 24, 29, 33, 35, 40 C 3, 4, 13, 15, 16, 17; C21, 23, 27, 29, 30, 32 SE 2, 5, 6, 7, 9, 15, 16, 17, 20, 24, 28, 30, 31
<b>9-36m</b> Explores different ways to use objects or materials, investigates ways to make something happen, experiments with different behaviors to see how others will react (e.g., repeatedly knocks pieces of cereal off high chair tray, tries to use basket as hat, turns faucets or switches on and off)	L 12, 13, 21, 26, 37, P 13, 15, 19, 30 C 1, 3, 18, 19, 22, 25, 27, 29 SE 10, 21
<b>Interest in New Experiences</b>	
<b>Birth-18m</b>	L 13, 21, 33, 65, 66 P 3, 7, 8, 10, 13, 14, 21, 27, 31, 33, 34, 45, 49, 51, 59 C 1-7, 12, 13, 15-17, 19, 21, 23, 25-27, 29, 30, 32, 33, 39-41, 44, 46, 48, 53, 55-58, 62, 64

Shows pleasure or engagement when interesting or new things happen (e.g., laughs after shaking a toy that rattles, listens intently to a new song)	SE 10, 17,59
<b>CD1.2 Shows persistence in approaching tasks</b>	
<b>Determination</b>	
<b>Birth-18m</b> Repeats actions to produce similar results (e.g., repeatedly shakes toy to produce noise; puts objects in a container and dumps them out over and over again)	L 42, 47 P 45, 49, C 42, 49, 51, 52, 55 SE 44
<b>Task Completion</b>	
<b>Birth-18m</b> Demonstrates increasing ability to continue interactions with others (e.g., attends to game of peek-a-boo for longer period of time, makes back-and-forth vocalizations with adult) and stays engaged with toys for more than just a brief time	L 24-26, 29, 31, 37, 38, 40, 41, 43, 52, 61, 64, 66 P 41, 43, 46, 47, 53, 60-62, 65, 66 C 25, 26-30, 32, 37, 38-40, 41-45, 48, 52, 54, 62-64 SE 41-48, 50, 52, 53-57, 60 -
<b>Acceptance of Challenges</b>	
<b>9-36m</b> Shows increasing willingness to repeat attempts at communication if not understood or repeat actions when encountering difficulties, with increasing ability to try different strategies until successful (e.g., repeatedly tries to force same shape into shape sorter; later in age range, tries a different shape after unsuccessful attempt)	P29, 30, 33, 34 SE59 C51, 52, 55, 65 L65, 66
<b>CD2. EXECUTIVE FUNCTION</b>	
<b>CD2.1 Focuses and Sustains Attention</b>	
<b>Attention &amp; Engagement</b>	
<b>Birth-18m</b> Orients to and focuses on sounds, activities, people, and objects	L 1-6, 8-22, 24, 25, 28, 29, 31, 32, 37, 38, 40, 24-26, 29, 31, 37, 38, 40, 41, 43, 52, 61, 64, 66 P 41, 43, 46, 47, 53, 60-62, 65, 66 P 2-4, 8, 10-15, 20

in the environment (e.g., attends to sounds, lights, etc.; turns head to follow caregiver with his or her gaze)	C 1-16, 18-21, 25, 26-30. 32, 37, 38-40, 41-45, 48, 52, 54, 62-64 SE 2-13, 15-17, 19, 20, 41-48, 50, 52, 53-57, 60 - 63
<b>Birth-18m</b> Shows increasing ability to attend to people and objects and join others in a common focus (e.g., attends to a short, familiar story- book, though may not want to follow book page by page)	P36, 38, SE32, 33, 39 C9, 10, 33 L3, 14, 25, 26, 29, 30, 36, 38, 40
<b>CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts</b>	
<b>Flexible Thinking</b>	
<b>Birth-36m</b> Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)	C6,19,22,28,31 P3,7,15,29,31 SE7,10,21
<b>CD2.3 Regulates impulses and behaviors</b>	
<b>Impulse Control</b>	
<b>9-36m</b> Responds to redirection and limit-setting with increasing consistency (e.g., pauses when an adult says “stop” or asks them not to do something)	L 4, 6, 8, 9, 0, 14, 17, 18, 28, 32, 33, 37,49,61 C 2, 11 SE 4, 5, 12, 20, 35, 49, 55, 57, 58, 60, 61, 63, 66 P 40, 43. 53, 64
<b>CD2.4 Holds and Manipulates Information in Memory</b>	
<b>Short-Term &amp; Working Memory</b>	
<b>Birth-18m</b> Shows awareness that people and objects still exist when they are out of sight and sound range (object permanence; e.g., reaches under a blanket to retrieve a stuffed animal that an adult has hidden while child watches; when older, watches at the window after a family member leaves)	P1,2,4,11,12,22,27,37 SE1,2,3,4,5,6,13,15, 22,23,24
<b>Long-Term Memory</b>	

<b>Birth-18m</b> Anticipates familiar actions or routines (e.g., raises legs when diaper is changed; later in this age range, goes to table when it is time to eat)	<b>L</b> 51 <b>P</b> 45, 52 <b>SE</b> 22, 30, 31, 39, 44, 49, 55, 56, 58, 66
<b>Birth-18m</b> Responds to familiar people and objects (e.g., shows excitement about a toy that was played with days earlier; later in this age range looks for or points to familiar people or objects when they are named)	<b>P</b> 1,2,4,11,12,22,27,37 <b>SE</b> 1,2,3,4,5,6,8,13,15,22,23,24
<b>CD3. LOGIC and REASONING</b>	
<b>CD3.1 Uses reasoning and planning ahead to solve problems and reach goals</b>	
<b>Problem Solving</b>	
<b>Birth-18m</b> Uses own movements and actions to solve simple problems or reach goals (e.g., rolls to the side to reach an interesting object; pulls on an adult's leg when wants to be picked up)	<b>C</b> 6,19,22,28,31 <b>P</b> 3,7,15,29,31 <b>SE</b> 7,10,21
<b>9-60m</b> Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)	<b>P</b> 21, 22, 23, 25, 30, 34, 40, 42 <b>C</b> 27, 29, 31, 61, 64 <b>SE</b> 36,
<b>CD3.2 Engages in Symbolic and Abstract Thinking</b>	
<b>Pretend Play</b>	
<b>9-18m</b> Uses realistic props in ways similar to the real objects they represent (e.g., talks on a toy phone) and imitates everyday actions of others	<b>SE</b> 14, 20
<b>Symbolic Representation</b>	
<b>9-36m</b>	<b>L</b> 40, 43, 45, 58, 51, 52, 63, 65



Recognizes that illustrations and photographs are representations of real things (e.g., points to pictures in book rather than trying to grasp objects on page; identifies people in photographs; learns names of animals from book and extends knowledge to real animals they see)	<b>P</b> 41, 53 <b>C</b> 45, 63, 64 <b>SE</b> 33, 43
<b>PHYSICAL DEVELOPMENT and HEALTH</b>	
<b>PH1. GROSS MOTOR</b>	
<b>PH1.1 Demonstrates Locomotor Skills</b>	
<b>Body Movement</b>	
<b>Birth-8m</b> Lifts head and chest off firm surface such as floor when on tummy; rolls over	<b>P</b> 1, 2, 4, 6, 8, 9, 15-18, 22-24 <b>C</b> 6
<b>9-18m</b> Shifts between lying down, sitting, and balancing on hands and knees	<b>L</b> 7, 9, 19, 22, 32, 34, 35 <b>P</b> 1-6, 9, 11, 14, 15, 16-20, 21, 24, 26, 28, 32, 34, 35, 37, 38, 39, 40 <b>C</b> 1, 4, 13, 19, 25, 39 <b>SE</b> 14, 20, 23, 24, 29, 35, 36
<b>Traveling</b>	
<b>9-18m</b> Moves from crawling to cruising* to walking** showing increasing coordination for each skill	<b>P</b> 15, 19, 26, 28, 34, 40 <b>SE</b> 28, 29 <b>C</b> 6, 32
<b>Climbing</b>	
<b>9-18m</b> Crawls up stairs on hands or knees, later in this age range walks up and down stairs holding an adult's hand, stepping with both feet on each step	<b>C</b> 31,32 <b>L</b> 33 <b>P</b> 2,3,6, 9,16,18,19,20,21, 24,25,26,28,32,37
<b>PH1.2 Shows Stability and Balance</b>	
<b>Core Stability</b>	
<b>Birth-18m</b>	<b>P</b> 2,6,9,16,18,24,28,32,37

Sits independently with increasing stability and ability to change positions (e.g., get into sitting position from lying down or crawling, reach for a toy without falling, pull to a standing position from sitting)	
<b>9-48m</b> Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, “freezes” while running)	<b>P</b> 15, 19, 26, 28, 34, 40 <b>SE</b> 28, 29 <b>C</b> 6, 32
<b>PH1.3 Demonstrates Gross-Motor Manipulative Skills</b>	
<b>Throwing</b>	
<b>Birth-18m</b> Reaches for and drops objects, grasps a rolled ball or other object with two hands, pushes or rolls objects, bats or swipes at toys	<b>P</b> 1,3,4,8, 13,14,15,17,22,23,27,29,30, 31,33,34,35,36,39
<b>PH2. FINE MOTOR</b>	
<b>PH2.1 Demonstrates Fine-Motor Strength, Control, and Coordination</b>	
<b>Hand-Eye Coordination</b>	
<b>Birth-18m</b> Uses hand-eye coordination to reach for, touch, and explore properties of objects	<b>L</b> 4, 22, 26, 39 <b>P</b> 7, 11, 14, 15, 17, 18, 27, 29, 30, 31, 33, 35, 36, 39 <b>C</b> 18, 30 <b>SE</b> 17, 19, 20, 23, 31, 38
<b>Grasp and Manipulation</b>	
<b>Birth-18m</b> Grasps objects with increasing skill, adjusting grasp to match task (e.g., uses index finger and thumb [pincer grasp] to pick up pieces of cereal, uses whole hands to bang two blocks together)	<b>L</b> 41, 42, 48, 54, 55, 57, 58, 59 <b>P</b> 42, 43, 44, 45, 47, 48, 49, 51, 52, 53, 56, 60, 61, 66 <b>C</b> 40, 60 <b>SE</b> 47, 50, 54, 55, 61, 64
<b>PH2.2 Adjusts Grasp and Coordinates Movements to Use Tools</b>	
<b>Utensils</b>	

<p><b>9-36m</b> Scoops food with spoon with increasing control</p>	<p><b>L</b> 4, 22, 26, 39 <b>P</b> 7, 11, 14, 15, 17, 18, 27, 29, 30, 31, 33, 35, 36, 39 <b>C</b> 18, 30 <b>SE</b> 17, 19, 20, 23, 31, 38</p>
<p><b>Writing &amp; Drawing Tools</b></p>	
<p><b>9-36</b> Holds large writing and drawing tools (e.g., crayons, sidewalk chalk) to make spontaneous dot and scribbles, progressing from whole hand grip to approximate thumb-and-finger grip (may still move whole arm to make marks)</p>	<p><b>L</b> 54, 56 <b>P</b> 22, 29, 30, 39, 51 <b>C</b>38, 39, 43, 54, 56, 56, 59, 60</p>
<p><b>PH3. HEALTH and WELL-BEING</b></p>	
<p><b>PH3.1 Demonstrates Interest in Engaging in Healthy Eating Habits and Making Nutritious Food Choices</b></p>	
<p><b>Communicating Needs</b></p>	
<p><b>Birth-36m</b> Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns away from breast or bottle when full, crying when hungry) and later in this age range by using words or signs</p>	<p><b>L</b>22, 27, 41 <b>P</b>17, 35, 36</p>
<p><b>Exploration of Food Experiences</b></p>	
<p><b>9-48m</b> Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods</p>	<p><b>L</b> 16, 23, 60, 65 <b>P</b> 12 <b>C</b> 21</p>
<p><b>PH3.2 Shows Awareness of Safe Behavior</b></p>	
<p><b>Awareness of Safe Behavior and Signals of Danger</b></p>	
<p><b>Birth-18m</b> Uses sensory information and cues from caregivers to assess safety of environment (e.g., startles at a loud noise, looks to care-giver when</p>	<p><b>P</b> 14, 22, 23, 33, 40, 44, 45, 46, 56, 61 <b>C</b> 13, 16, 17, 39, 40, 54, 56 <b>SE</b> 1, 3, 16, 21, 25, 33, 35,46, 55, 60, 61</p>

approached by an unfamiliar adult, shows awareness of steep drop-offs when crawling or walking)	
<b>9-36m</b> Stops unsafe behavior when prompted by an adult, though often needs additional support and redirection (e.g., when distracted or caught up in emotion)	<b>L4, 8, 14, 24, 32</b>
<b>PH3.3 Engages in a Variety of Developmentally Appropriate Physical Activities</b>	
<b>Participation in Physical Activity</b>	
<b>Birth-8m</b> Participates in simple physical play with an adult (e.g., flexes legs while lying down as adult gently pushes feet back and forth, plays patty cake)	<b>C4, 13, 14, 15, 24</b> <b>L22</b> <b>SE2, 5, 7, 8, 9, 11, 13, 16</b>
<b>9-36m</b> Shows interest and enjoyment in physical activity, movement games, and dances	<b>L 7, 9, 19, 22, 31, 32, 34, 35, 44, 45, 50, 51, 53, 54, 55, 57, 58, 61, 63</b> <b>P 1-6, 9, 11, 14, 15, 16-20, 21, 24, 26, 28, 32, 34, 35, 37, 38, 39, 40, 42-44, 46, 47, 48, 50, 52, 54, 55, 56-59, 62-65</b> <b>C 4, 13, 14, 15, 19, 21, 25, 39</b> <b>SE 14, 20, 23, 24, 29, 35, 36</b>
<b>PH3.4 Takes Appropriate Actions to Meet Basic Needs</b>	
<b>Communicating Needs</b>	
<b>Birth-18m</b> Indicates needs and wants using gestures, body language, vocalizations, and later words (e.g., cries when tired; signs or points to food when wanting more; reaches for adult to be held or hugged)	<b>P1, 2, 4, 11, 12, 22, 27, 37</b> <b>SE1, 2, 3, 4, 5, 6, 8,13, 15, 22, 23, 24</b>
<b>Personal Care Routines</b>	
<b>Birth-18m</b> Anticipates and cooperates during daily care routines (e.g., opens mouth when food is offered, raises legs when diaper is changed)	<b>L16</b> <b>P12, 14</b>
<b>9-36m</b>	<b>L 10, 16, 18, 28, 51</b>

Participates in personal hygiene and self-care routines with adult assistance (e.g., holds hands under faucet and waits for adult to turn it on, holds toothbrush with adult while brushing, sits on toilet with help, pulls off own socks)	<b>P</b> 12, 21, 22, 36, 37, 44, 56, 52, 66 <b>C</b> 15, 16, 32 <b>SE</b> 22, 43, 49, 55, 58, 61, 66
<b>LANGUAGE DEVELOPMENT</b>	
<b>LD1. RECEPTIVE LANGUAGE</b>	
<b>LD1.1 Understands and Responds to Language (in child’s home language)</b>	
<b>Vocabulary &amp; Language Comprehension</b>	
<b>Birth-8m</b> Responds to noises and voices in the environment (e.g., startles or cries at unexpected sounds; smiles or coos when “parentese*” is used)	<b>L</b> 1, 2, 3-5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21 <b>P</b> 16, 17 <b>C</b> 2, 3, 14, 21 <b>SE</b> 1, 7, 8, 14,15, 16,20, 25
<b>9-36m</b> Attends to familiar objects or people that have been named and understands the meaning of an increasing number of simple words, especially objects encountered in everyday life	<b>L</b> 3, 4, 10, 16, 20, 22, 23, 27, 28, 31, 38, 40, 41, 52, 58 <b>P</b> 24, 35, 53 <b>C</b> 11, 23, 34, 35, 37, 63 <b>SE</b> 11, 27, 33, 39, 42, 44, 48, 51, 63
<b>Birth-8m</b> Shows excitement at familiar words such as “mommy,” “bottle,” or “bebé” (baby in Spanish)	<b>L</b> 29, 33, 34, 38, 39, 41, 45 <b>C</b> 23, 27 <b>P</b> 41
<b>Follows Directions</b>	
<b>Birth-8m</b> Engages in reciprocal face- to-face interactions and responds to adults through gestures, looking in a specific direction, or vocalizations	<b>C</b> 13 , 15, 24 <b>SE</b> 2, 5, 6, 8, 9, 11, 13, 16, 22
<b>9-18m</b>	<b>L</b> 21, 48, 49, 59, 61 <b>P</b> 42, 43, 64, 65

Follows simple one- or two- word requests like “Wave bye-bye” with decreasing need for adult gestures	
<b>LD2. EXPRESSIVE LANGUAGE</b>	
<b>LD2.1 Uses Increasingly Complex Vocabulary, Grammar, and Sentence Structure (in child’s home language)</b>	
<b>Expressive Vocabulary</b>	
<b>Birth-8m</b> Experiments with making sounds (e.g., babbling), often repeating consonant sounds (e.g., da da and ba ba)	<b>L</b> 22, 27, 28 <b>P</b> 35 <b>SE</b> 24, 25, 34
<b>9-18m</b> Begins to say a number of simple words (e.g., “nana,” “go,” “hi,” and “leche” [milk in Spanish for dual language learners])	<b>L</b> 3, 4, 16, 20, 22, 23, 27, 28, 20 <b>P</b> 35 <b>C</b> 23, 34, 35, 37 <b>SE</b> 42, 44, 63
<b>Grammar &amp; Sentence Structure</b>	
<b>9-18m</b> May combine two words to express a want or interest (e.g. says “go side” when wanting to go outside)	<b>L</b> 47, 48, 51, 53, 60, 61 <b>SE</b> 37, 64
<b>Clarity of Communication</b>	
<b>Birth-8m</b> Uses vocalizations (e.g., cooing) and gestures to communicate needs, interests, and emotions	<b>L</b> 9, 10, 18, 23, 24 <b>SE</b> 20
<b>9-18m</b> Uses a small number of real and made-up words that can be understood by familiar adults who speak the same language	<b>L</b> 47, 48, 51, 53, 60, 61 <b>SE</b> 37, 64
<b>LD3. COMMUNICATION SKILLS</b>	
<b>LD3.1 Communicates Using Social and Conversational Rules</b>	
<b>Conversations</b>	
<b>9-18m</b>	<b>C</b> 11 <b>L</b> 10, 13, 18, 20, 28, 33, 37

Initiates interaction or “conversation” with adults by pointing at objects, speaking or signing a word, sharing a toy, or calling attention to an object or person	
<b>Social Rules of Language</b>	
<b>9-18m</b> Shows joint attention* by shifting gaze to where an adult is looking or gesturing (e.g., looks at an object an adult is pointing to and looking at) and when older, initiates bids for joint attention (e.g., holds up a toy and looks at it, looks at adult for eye contact, then returns gaze to toy)	<b>C19</b> <b>P29, 31, 34, 36, 39</b>

<b>LD4. ENGLISH LANGUAGE DEVELOPMENT</b>	
<b>LD4.1 Demonstrates Progress in Attending to, Understanding, and Responding to English</b>	
<b><i>Early-Stage English Language Development</i></b>	
<b>English Language Development</b>	
Responds to simple, commonly used words and phrases when accompanied by gestures and other supports	<b>L4 , 22</b>
Pays attention to and observes other children and adults as English is spoken	<b>C 11</b> <b>L31</b> <b>SE 10 , 18 , 19</b>
Attends to English in small- and large-group activities, such as circle time, storybook reading, etc.	<b>P16, 17, 24, 27, 28, 37, 47, 48,54, 58, 62, 63, 64, 65</b> <b>SE1, 7, 8, 14, 15, 16, 20</b> <b>C1, 2, 3, 14, 21, 29, 34, 35, 41, 42, 50</b> <b>L1, 3, 4, 5, 7, 8, 9,10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 23, 24, 25, 27, 31,32, 34, 35, 37, 38, 42, 47, 48, 51, 53, 55, 57, 60, 61, 62, 64</b>

Imitates behaviors of other children to get the same result (e.g. sees child make the sign for “me too” in sign language and makes the same sign)	C 11 L 27 , 31 SE 10 , 18 , 19
<b>Home Language Development</b>	
Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language	L 6 , 9 , 15 , 16, 18 , 21 , 27 , 39 P 40 SE 18
<b>LD4.2 Demonstrates Progress in Speaking and Expressing Self in English</b>	
<b>English Language Development</b>	
<b><i>Early-Stage English Language Development</i></b>	
Relies on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others	L4, 22, 27 P17, 35, 36
Repeats sounds and words in English	L 9 , 15, 16, 18 , 20 , 28, 33, 37, 39 SE 18
<b>Home Language Development</b>	
Uses age-appropriate vocabulary and grammar in the home language	L15 , 16, 18 , 39 SE 18
Listens to and converses in age appropriate way in home language	L 5, 10 , 13, 15 , 16, 18 , 19 , 28, 31, 37 , 39 SE18
Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language	L 5, 10 , 13, 15, 16, 19 , 28, 31, 37
<b>LD4. ENGLISH LANGUAGE DEVELOPMENT</b>	
<b>LD4.1 Demonstrates Progress in Attending to, Understanding, and Responding to English</b>	
<b><i>Mid-Stage English Language Development</i></b>	
<b>English Language Development</b>	
Responds to simple, commonly used words and phrases when accompanied by gestures and other supports	L4 , 22



Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids	L4 , 22
Demonstrates an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)	C 8 , 9 , 10, 20 , 33 , 38 L 16, 18 , 19 , 28, 29 SE 17
Responds appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)	L 6 , 9 , 21 , 27 P 40
<b>Home Language Development</b>	
Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language	L 6 , 9 , 15 , 16, 18 , 21 , 27 , 39 P 40 SE 18
<b>LD4. ENGLISH LANGUAGE DEVELOPMENT</b>	
<b>LD4.2 Demonstrates Progress in Speaking and Expressing Self in English</b>	
<b><i>Mid-Stage English Language Development</i></b>	
<b>English Language Development</b>	
Combines nonverbal with some verbal communication to be understood by others	L 4 , 22 P 17 , 35 , 36
Engages in codeswitching during conversations	L5, 10 , 13, 19 , 28, 31, 37
Uses English vocabulary that mainly consists of concrete nouns and some verbs and pronouns	L 39
Converses with others in English using two or three words at a time but switches back and forth between English and their home language	L 15 , 16, 18 , 39 SE18
Uses some English grammatical markers (e.g., “-ing” or the plural-forming “-s”) and applies at times the rules of grammar of the home language to English	L15 , 16, 18 , 39 SE18

Uses “what” and “why” questions in English, sometimes with errors	L 5, 10 , 13, 19 , 28, 31, 37
<b>Home Language Development</b>	
Uses age-appropriate vocabulary and grammar in the home language	L15 , 16, 18 , 39 SE 18
Listens to and converses in age appropriate way in home language	L 5, 10 , 13, 15 , 16, 18 , 19 , 28, 31, 37 , 39 SE18
Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language	L 5, 10 , 13, 15, 16, 19 , 28, 31, 37
<b>LD4. ENGLISH LANGUAGE DEVELOPMENT</b>	
<b>LD4.1 Demonstrates Progress in Attending to, understanding, and responding to English</b>	
<b><i>Late-Stage English Language Development</i></b>	
<b>English Language Development</b>	
Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids	L4 , 22
Demonstrates an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities	C2, 32 , 33 L 1 , 2, 3 , 4 , 5, 7 , 8 , 9 , 10 , 11, 13, 14, 15 , 16, 17 , 18 , 19 , 20 , 21 , 22, 23 , 24, 26 , 27 , 28, 29 30, 31, 32, 33, 34 , 35 , 36 , 37 , 38 , 39, 40 P 2 , 35 SE 3 , 4 , 8 , 9 , 11 , 12 , 13 , 15 , 16 , 18 , 19, 20, 22, 23, 24
Demonstrates an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)	SE 1 , 7, 14 , 19, 21
Follows directions that involve a one- or two-step sequence, relying less on contextual cues	L 6 , 9 , 21 , 27 P 40
<b>Home Language Development</b>	

Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language	L 6 , 9 , 15 , 16, 18 , 21 , 27 , 39 P 40 SE 18
<b>LD4. ENGLISH LANGUAGE DEVELOPMENT</b>	
<b>LD4.2 Demonstrates Progress in speaking and expressing self in English</b>	
<b><i>Late-Stage English Language Development</i></b>	
<b>English Language Development</b>	
Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes	SE 1 , 16 , 21
Uses new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary	L 15 , 16, 18 , 39 SE 18
Sustains a conversation in English with increasingly complex syntax, adding conjunctions, adjectives, adverbs, subject-verb-object patterns, and other more advanced elements of English sentence construction	L15 , 16, 18 , 39 SE 18
Expands use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors	L 15 , 16, 18 , 39 SE18
Uses “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with mistakes	L 15 , 16, 18 , 39 SE 18
<b>Home Language Development</b>	
Uses age-appropriate vocabulary and grammar in the home language	L 15 , 16, 18 , 39 SE 18

Listens to and converses in age appropriate way in home language	L 5, 10 , 13, 15 , 16, 18 , 19 , 28, 31, 37 , 39 SE 18
Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language	L 5, 10 , 13, 19 , 28, 31, 37

<b>EMERGENT LITERACY</b>	
<b>EL1. ENGAGEMENT in LITERACY EXPERIENCES and UNDERSTANDING of STORIES and BOOKS</b>	
<b>EL1.1 Shows Interest in Literacy Experiences</b>	
<b>Engagement in Literacy Experiences</b>	
<b>Birth-18m</b> Demonstrates listening by becoming quiet or shows pleasure when listening to a familiar story, rhyme, or song	L 32, 34, 35, 38, 42, 47, 48, 53, 55, 57, 60, 61, 62, 64 P 37, 54, 58, 62, 64 C 34, 35, 41, 50 SE 28, 35, 44,47, 54,58, 62, 65
<b>EL1.2 Engages in Read-Alouds and Conversations about Books and Stories</b>	
<b>Birth-8m</b> Attends to caregiver’s voice when being held and read to	C13, 15, 24 L32 SE2, 5, 8, 9, 11, 13, 16
<b>9-36m</b> Actively participates in book reading experiences by pointing to pictures, turning pages, and making sounds or simple comments	L 3, 7, 14, 21, 25, 29, 38, 40, 43, 45, 51, 52, 58, 63, 65 P 16, 17, 24, 28, 41, 53 C 1, 3, 13, 29, 35, 45, 63, 64 SE 33, 43
<b>EL2. PHONOLOGICAL AWARENESS</b>	
<b>EL2.1 Notices and Manipulates the Sounds of Language</b>	
<b>Exploration of Sounds of Language</b>	
<b>Birth-18m</b> Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker	L 2, 3, 4, 7, 9, 10, 11-16, 20, 23, 24, 27, 31, 34, 35, 37 C 21, 29 SE 7, 8, 14, 20, 27, 30
<b>Birth-18m</b>	L 21, 17, 35

Experiments with the sounds of language	<b>P</b> 6, 21, 38, 39 <b>C</b> 19, 31, 32, 34 <b>SE</b> 20, 30, 35
<b>Rhyme</b>	
<b>9-36m</b> Joins in and repeats songs, fingerplays, and poems with rhyming or alliterative phrases (words with same initial sound)	<b>L</b> 2,4,7,8,20, 24, 31, 32, 34, 35, 38, 42, 47, 48, 52, 53, 55, 61 <b>P</b> 1,2,4,6,8,10,11,13,14,15,16,17,18,22,23,27,28,29,30,31,33,34,35,36, 37, 39,62, 64 <b>C</b> 4, 8, 20, 33,34, 35 <b>SE</b> 4,5,6,7,8,11,12,15,16,23, 35, 47, 58, 62, 65
<b>EL3. KNOWLEDGE and USE of BOOKS, PRINT, and LETTERS</b>	
<b>EL3.1 Responds to Features of Books and Print</b>	
<b>Book Knowledge</b>	
<b>Birth-18m</b> Explores books with all senses (e.g., sight, touch, even taste)	<b>L</b> 3, 14, 19, 25, 29, 38 <b>P</b> 53 <b>SE</b> 33, 43
<b>EL3.2 Shows knowledge of the shapes, names, and sounds of letters</b>	
<b>Alphabet Knowledge</b>	
<b>EL3.3 Demonstrates Emergent Writing Skills</b>	
<b>Pre-Writing Exploration</b>	
<b>9-36m</b> Explores writing tools and movements, making scribble marks with increasing control	<b>L</b> 54, 56 <b>C</b> 38, 39, 43, 54, 56, 56, 60
<b>MATHEMATICAL THINKING</b>	
<b>MT1. NUMBER CONCEPTS and OPERATIONS</b>	
<b>MT1.1 Demonstrates Number Sense and an Understanding of Quantity</b>	
<b>Number Names &amp; Count Sequence</b>	
<b>Birth-8m</b> Attends to quantity while playing with objects (e.g., reaches or looks for more than one object)	<b>L</b> 26, 27 <b>P</b> 30 <b>C</b> 34, 35
<b>9-36m</b>	<b>C</b> 50, 58, 62 <b>SE</b> 49

Knows some number names (e.g., joins in counting songs, says or gestures “two” when asked age), and later in this age range says or signs more number words in sequence with occasional errors (e.g., says “one, two, three, five”)	
<b>Comparison of Quantity</b>	
<b>9-18m</b> Places objects in one-to-one correspondence; later in this age period, begins to use the words more,” “less,” or “the same	<b>C47</b>
<b>Connection of Number, Numeral, &amp; Quantity</b>	
<b>9-18m</b> Shows early one-to-one correspondence when supported by context (e.g., places one plastic egg in each indentation in a muffin tin)	<b>C47</b>
<b>MT1.2 Explores Combining and Separating Groups (numerical operations)</b>	
<b>Changes in Quantity</b>	
<b>9-36m</b> Shows increasing understanding of changes in quantity by using and responding to phrases like “more,” “less,” and “all gone” and later in this age range “one fewer” and “one more” (e.g., when prompted, child hands peer one more block)	<b>L 58</b> <b>C 34, 35, 37, 38, 50, 58, 62</b>
<b>Addition &amp; Subtraction</b>	
<b>9-36m</b> With increasing independence creates larger and smaller groups of objects (e.g., placing and removing rings on a vertical peg) and later in this age range adds and subtracts with sets of objects smaller than three with adult support (e.g., “subtracts” from a group of three toys by offering	<b>L 26, 33, 41, 45, 65, 66</b> <b>P 30, 34, 36, 41</b> <b>C 23, 24, 25, 26, 27, 33, 37, 44, 45, 46, 48, 58, 62, 64</b>

one to an adult, then pointing to the remaining toys and communicating “Two”)	
<b>MT2. ALGEBRAIC THINKING</b>	
<b>MT2.1 Uses Classification and Patterning Skills</b>	
<b>Classification</b>	
<b>Birth-18m</b> Explores the characteristics of objects through various means (e.g., banging, mouthing, dropping) and shows different responses to familiar and unfamiliar people and situations	<b>L</b> 18, 26 <b>P</b> 36 <b>C</b> 7, 29, 30, 41, 44 <b>SE</b> 9, 17, 38
<b>9-36m</b> Forms groups of like objects based on broad categories (e.g., puts toy cars in one pile and toy animals in another) and later in this age range, child can name the attribute used in sorting	<b>C</b> 33, 42, 43, 45, 46, 48
<b>Patterning</b>	
<b>Birth-18m</b> Enjoys and anticipates repetition in activities and daily routines (e.g., smiles in anticipation of adult revealing face during peek-a-boo; makes vocalizations upon hearing a familiar song that is sung each time they are diapered)	<b>L</b> 51 <b>P</b> 42, 44, 45, 5253 <b>C</b> 46, 63 <b>SE</b> 30, 31, 39, 44, 55, 56, 58, 61, 63, 66
<b>9-36m</b> Repeats certain action sequences intuitively (e.g., fills up and dumps out container repeatedly) and joins in or copies simple patterns (e.g., does stomp-clap-stomp-clap movements during a song with modeling and support) Later in this age range, shows recognition of simple ABAB patterns (e.g., points to stripes on a shirt and communicates, “Black, white, black, white.”)	<b>C</b> 3, 7, 18, 19, 21, 22, 24, 28, 29, 36 <b>L</b> 26 <b>P</b> 31

<b>MT3. MEASUREMENT and COMPARISON</b>	
<b>MT3.1 Participates in Exploratory Measurement Activities and Compares Objects</b>	
<b>Measurement</b>	
<b>Birth-8m</b> Explores the size and shape of objects in various ways (e.g., grasping, mouthing, banging, dropping)	<b>C</b> 14, 15, 17, 23 <b>P</b> 3, 7, 10, 11, 12 <b>SE</b> 2,17
<b>9-36m</b> Investigates properties of objects and materials (e.g., volume, relative size) through exploration and play (e.g., tries to squeeze large object into smaller container, pours liquid from one container to another); later in this age range labels some attributes of objects (e.g., recognizes length by communicating “I’m tall”)	<b>P</b> 1, 3, 4, 8, 13, 14, 15, 17, 22, 23, 27, 29, 30, 31, 33, 34, 35, 36, 39
<b>Comparison</b>	
<b>9-36m</b> Uses descriptive words or signs of increasing complexity including “big,” “little,” “hot,” “cold,” and makes simple comparisons (e.g., indicates which ball is bigger, correctly compares collections that are quite different in size)	<b>C</b> 33, 35, 37, 45, 47, 53, 55 <b>L</b> 18
<b>MT4. GEOMETRY and SPATIAL SENSE</b>	
<b>MT4.1 Explores and Describes Shapes and Spatial Relationships</b>	
<b>Shape Knowledge</b>	
<b>Birth-8m</b> Explores the size and shape of objects in various ways (e.g., grasping, mouthing, banging, dropping)	<b>P</b> 1, 3, 4, 8, 13, 14, 15, 17, 22, 23, 27



<p><b>9-36m</b> Matches and sorts familiar shapes with increasing ability to do so with shapes of different sizes or orientations (e.g., puts small square and large square together; picks up triangle block to put in shape sorter even if block is rotated at a different orientation, e.g., s and ٢)</p>	<p><b>L</b> 18, 37, 63 <b>P</b> 20 <b>C</b> 8, 9, 10, 20, 27, 33, 38 <b>SE</b> 17</p>
<p><b>Spatial Sense</b></p>	
<p><b>Birth-18m</b> Explores how objects move (e.g., tracking objects with eyes and head, pushing cars down a ramp) and their own spatial sense (e.g., rolling over, bumping into things, trying to sit on chair that is too small)</p>	<p><b>L</b> 2, 4, 6, 7, 9, 11, 19, 22, 31, 32, 34, 35, 53, 55 <b>P</b> 1-6, 7, 9, 11, 14-21, 24, 26, 28, 32, 34, 35, 37, 38, 39, 40,42-44, 46-48, 50, 52, 54-59, 62-65 <b>C</b> 26, 38, 39, 55, 60 <b>SE</b> 14, 20, 23, 24, 29, 35, 36, 40, 42, 46, 53, 64, 66</p>
<p><b>9-36m</b> Responds to and uses basic spatial directions (e.g., “reach up,” “slide down”) and simple prepositions (e.g., on, in, under, up), especially when accompanied by gestures</p>	<p><b>L</b> 53, 55 <b>P</b> 40,42-44, 46-48, 5-, 52, 54-59, 62-65 <b>C</b> 55, 60 <b>SE</b> 40, 42, 46, 53, 64, 66</p>
<p style="text-align: center;"><b>SCIENCE AND TECHNOLOGY</b></p>	
<p><b>ST1. SCIENTIFIC PRACTICES</b></p>	
<p><b>ST1.1 Engages in the Scientific Process to Collect, Analyze, and Communicate Information</b></p>	
<p><b>Observations, Questions, &amp; Predictions</b></p>	
<p><b>Birth-18m</b> Explores and manipulates objects using multiple senses (e.g. touch, taste, sight, smell, sound)</p>	<p><b>L</b> 3, 6, 9, 11, 21, 28, 31, 32, 35, 37, 57, 62, 64 <b>P</b> 2, 8, 12, 31, 41, 42, 45, 61 <b>C</b> 7, 12, 14, 15, 16, 23, 27, 29, 30, 32, 34, 36, 39, 41, 64 <b>SE</b> 9, 16, 20, 34, 36, 59, 65</p>
<p><b>ST1.1 Engages in the Scientific Process to Collect, Analyze, and Communicate Information (continued)</b></p>	
<p><b>Investigation &amp; Hypothesis Testing</b></p>	
<p><b>Birth-18m</b></p>	<p><b>L</b> 42, 47, 58 <b>P</b> 31, 55</p>

Recognizes ability to make things happen (e.g., hits or kicks an object and it moves) and intentionally repeats actions to observe the reaction (e.g., bangs block on floor repeatedly to hear the sound it makes; flips switches on and off; splashes hands in water to see toys move)	C 28, 29, 36, 42, 47, 49, 50, 51, 52, 55, 59, 64
<b>ST2. KNOWLEDGE of SCIENCE CONCEPTS</b>	
<b>ST2.1 Demonstrates Knowledge of Core Science Ideas and Concepts</b>	
<b>System Parts &amp; Wholes</b>	
<b>Birth-18m</b> Shows beginning awareness of parts of own body and how to use them to interact with the world in specific ways (e.g., using hands to pick up things; later in this age range leans ear closer to window when adult says, "Listen! Can you hear that outside?")	L 4-7, 9, 17, 19, 22, 31 P 3, 5, 6, 9, 16, 18, 21, 24 C 6 SE 9, 11, 13, 14, 20, 22, 24, 30, 34-36
<b>Structure &amp; Function</b>	
<b>Birth-18m</b> Explores characteristics of different animals, materials, and objects (e.g., explores different textures in touch-and-feel books; touches mouth of caregiver who is singing to see where sound is coming from)	L 3, 29, 30, 31, 36, 38, 41, 42, 43, 46, 50, 64 P 31, 36 C 6, 18, 24, 27-29, 36, 40, 42, 47, 50, 64 SE 11
<b>Stability and Change</b>	
<b>Birth-18m</b> Anticipates familiar routines and activities (e.g., mealtimes) and notices changes in the environment (e.g., later in this age range points to a piece of furniture that has been moved)	L 51 P 42, 44, 45, 52, 53 C 46, 63 SE 30, 31, 39, 44, 55, 56, 58, 61, 63, 66
<b>ST3. KNOWLEDGE of SCIENCE CONTENT</b>	
<b>ST3.1 Demonstrates Knowledge of the Characteristics of Living Things, the Earth's Environment, and Physical Objects and Materials</b>	
<b>Living Things</b>	
<b>Birth-36m</b>	L 3, 29, 30, 36, 38, 41, 43, 46

Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming in a bowl or aquarium; points and squeals when sees a dog; runs hand over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)	<b>C</b> 40
<b>Nature &amp; The Environment</b>	
<b>Birth-36m</b> Shows interest in the natural world (e.g., closes eyes and tilts head up to feel breeze on face; touches flowers and plants; investigates natural materials such as water, dirt, and leaves)	<b>L</b> 6, 18, 26 <b>C</b> 5, 7, 29, 30, 32, 37, 41, 44, 52, 57, 60 <b>SE</b> 9, 17, 38 <b>P</b> 36, 46, 56
<b>9-36m</b> Helps care for the environment (e.g., throws away a used paper towel; participates in some way in clean-up time)	<b>P</b> 42, 44, 45, 53 <b>C</b> 46, 63 <b>SE</b> 55, 58, 61, 63, 66
<b>Physical Objects &amp; Materials</b>	
<b>Birth-36m</b> Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures)	<b>C</b> 22-25, 29, 30, 32, 38, 39, 41, 42, 49, 51, 52, 53, 55, 64 <b>P</b> 19, 26, 33, 36, 38, 39, 40, 46, 56, 59, 62,
<b>ST3.2 Uses Tools and Engineering Practices to Explore and Solve Problems</b>	
<b>Knowledge &amp; Use of Tools</b>	
<b>Birth-8m</b> Uses body parts as tools to obtain a result (e.g., reaches out and grasps a rattle)	<b>C</b> 17 <b>L</b> 18 <b>P</b> 7
<b>9-36m</b> Uses own body, other people, or objects to make something happen (e.g., pulls an adult’s hand and guides it to push a button on a toy; later in this age	<b>P</b> 36, 59 <b>C</b> 22-25, 29, 30, 32, 39, 41, 42, 49, 51, 52, 53, 55, 64

range uses an object to reach something under a chair)	
<b>ST3.3 Engages in Developmentally Appropriate Interactions with Technology and Media that Support Creativity, Exploration, and Play</b>	
<b>Technology Handling</b>	
<b>9-36m</b> Explores and uses simple tools (e.g., spoons, hairbrushes, crayons) and later in this age range common devices such as sinks and toilets	SE14, 20
<b>SOCIAL STUDIES</b>	
<b>SS1. FAMILY, COMMUNITY, and CULTURE</b>	
<b>SS1.1 Demonstrates Positive Connection to Family and Community</b>	
<b>SS2. HISTORY and GEOGRAPHY</b>	
<b>SS2.1 Shows Awareness of Sequence and Change Over Time</b>	
<b>Awareness of Past &amp; Future</b>	
<b>Birth-36m</b> Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver's instruction	P 8, 10, 24, 45, 52 C 9, 16, 61 SE 7, 22, 25, 43, 47, 49, 55, 58, 66 L 51, 54, 59
<b>SS2.2 Demonstrates Simple Geographic Knowledge</b>	
<b>Awareness of Location and Place</b>	
<b>9-36m</b> Knows where some favorite toys or foods are stored in familiar places (e.g., home, classroom)	SE1, 3, 7, 13, 17 L21, 22 C2, 12, 14, 22, 26, 36, 45, 48, 63
<b>CREATIVITY AND AESTHETICS</b>	
<b>CA1. MUSIC and MOVEMENT</b>	
<b>CA1.1 Explores through Listening, Singing, Creating, and Moving to Music</b>	
<b>Exploration of Music &amp; Movement</b>	
<b>Birth-8m</b>	L 7, 9, 10-13, 15, 16, 19, 20, 21 P 16

Responds to music by turning head and reacting with body movements	<b>C</b> 1, 3 <b>SE</b> 1, 16
<b>9-36m</b> Enjoys producing music and other sounds with voice and simple instruments (e.g., explores making noises with tambourine, attempts to blow into a whistle or harmonica)	<b>L</b> 42, 47, 48, 53, 55, 57, 60, 61, 62, 64 <b>P</b> 47, 48, 63, 65 <b>C</b> 42 <b>SE</b> 52, 66
<b>Birth-8m</b> Uses objects and tools to make sounds (e.g., shakes rattle)	<b>L</b> 12, 13 <b>P</b> 31
<b>9-36m</b> Moves body in response to rhythms and music (e.g., sways to the sound of music, claps along with song, though may not be on the beat)	<b>L</b> 55, 61 <b>P</b> 47, 48, 63, 65 <b>SE</b> 52, 66
<b>Music &amp; Movement Concepts</b>	
<b>9-48m</b> Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing	<b>L</b> 2, 4, 7,8, 20, 24,32,34,35 <b>P</b> 1, 2, 4, 10, 11, 13, 14, 15, 16, 17, 18, 22, 23, 27, 31 <b>SE</b> 8, 15, 16, 23
<b>Musical Expression &amp; Appreciation</b>	
<b>9-36m</b> Develops preferences for favorite songs and fingerplays (e.g., claps and smiles or communicates "Again! Again!" when a song is finished; requests certain songs or fingerplays be played or sung)	<b>L</b> 27, 32, 34, 35, 38, 42, 47, 48, 53, 55, 61, 63 <b>P</b> 30, 37, 54, 62, 64 <b>C</b> 34, 35 <b>SE</b> 15, 20, 35, 47, 58, 62, 65
<b>CA2. VISUAL ARTS</b>	
<b>CA2.1 Explores, Manipulates, Creates, and Responds to a Variety of Art Media</b>	
<b>Exploration of Art</b>	
<b>Birth-8m</b> Explores textures and other sensory experiences	<b>P</b> 1, 7, 8, 12, 13, 14, 15, 24 <b>C</b> 3, 4, 13, 15, 16, 17; 21, 23 <b>SE</b> 2, 5, 6, 7, 9, 15, 16, 17, 20
<b>9-36m</b>	<b>C</b> 38, 39

Participates in child-initiated visual art activities and with adult support experiments with a variety of media and materials (e.g. crayons, markers, colored pencils, chalk, paints, collage materials, play dough, clay)	
<b>Birth-8m</b> Shows interest in gazing at pictures, photographs, and bright and/or contrasting colors	<b>L</b> 43, 45, 46 <b>P</b> 41, 52 <b>C</b> 43, 46, 47
<b>CA3. DRAMA</b>	
<b>CA3.1 Explores Feelings, Relationships, and Concepts Through Imitation, Pretend Play, and Sociodramatic Play</b>	
<b>Exploration of Drama</b>	
<b>Birth-8m</b> Engages in social play (e.g., peek-a-boo with adults)	<b>C</b> 15, 24 <b>L</b> 22 <b>P</b> 3, 31 <b>SE</b> 7, 9, 11, 31
<b>9-36m</b> Tries out roles and relationships through imitation and pretend play using real objects (e.g. uses cup to pretend to drink) and later in this age range uses objects to represent other things (e.g. pretends a block is a telephone)	<b>L</b> 47, 48, 53, 57, 61, 62 <b>P</b> 39, 41, 42, 45, 51, 60, 66 <b>C</b> 34, 47, 48, 53, 57, 61, 62 <b>SE</b> 14, 20, 61