



## Alignment of

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# The Creative Curriculum<sup>®</sup> *for* Infants, Toddlers & Twos

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WITH

**Alignment of *The Creative Curriculum*<sup>®</sup> for Infants, Toddlers & Twos**  
**With**  
***North Carolina Foundations for Early Learning and Development***

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

**References**

North Carolina Foundations Task Force. (2013). *North Carolina foundations for early learning and development*. Raleigh, NC: Author. Retrieved from [http://ncchildcare.nc.gov/pdf\\_forms/NC\\_foundations.pdf](http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf)

Teaching Strategies, LLC. (2011). *The Creative Curriculum*<sup>®</sup> for infants, toddlers & twos. Washington, DC: Author.

<b>North Carolina Foundations for Early Learning and Development</b>	<b>How <i>The Creative Curriculum</i>® for Infants, Toddlers &amp; Twos meets North Carolina Foundations for Early Learning and Development</b>
<b>Approaches to Play and Learning</b>	
<b>Infants</b>	
<b>Curiosity, Information-Seeking, and Eagerness</b>	
<b>APL-1: Children show curiosity and express interest in the world around them.</b>	
APL-1a. Show interest in others (smile or gaze at caregiver, make sounds or move body when other person is near).	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
APL-1b. Show interest in themselves (watch own hands, play with own feet).	Demonstrates knowledge about self
APL-1c. React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams).	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
<b>APL-2: Children actively seek to understand the world around them.</b>	
APL-2a. Explore the indoor and outdoor environment using all available senses—smell, hear, see, feel and taste.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
APL-2b. With appropriate supports, move toward interesting people, sounds, objects, and activities.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
<b>Play and Imagination</b>	
<b>APL-3: Children engage in increasingly complex play.</b>	
APL-3a. Show interest in other children playing (watch, turn toward).	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions  Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds

APL-3b. Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for “so big”).	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
APL-3c. Play with simple objects, using them to make sounds and other interesting results.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
APL-3d. Begin to participate in give-and-take exchanges of sounds and gestures (“serve and return”).	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
<b>APL-4: Children demonstrate creativity, imagination, and inventiveness.</b>	
APL-4a. Use everyday household objects for play (spoons, pots and pans, plastic bowls).	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
APL-4b. Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, make a sound to get a new adult’s attention).	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
APL-4c. React to unexpected events with laughter and interest.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
<b>Risk-Taking, Problem-Solving, and Flexibility</b>	
<b>APL-5: Children are willing to try new and challenging experiences.</b>	
APL-5a. Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
APL-5b. Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture tiny crumb with pincer grasp).	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
APL- 5c. Look to adult for cues and when reassured, proceed.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults

<b>APL-6: Children use a variety of strategies to solve problems.</b>	
APL-6a. Try one or two strategies to get what they want (make noise, move or reach toward things, reject unwanted item).	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
APL-6b. Try a familiar action in a new activity (hit a button on a new toy, try to open a visitor’s purse).	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
APL-6c. Use trial and error to get something done, get what they want, or solve simple problems.	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal  Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
<b>Attentiveness, Effort, and Persistence</b>	
<b>APL-7: Children demonstrate initiative.</b>	
APL-7a. Communicate with sounds or movements to indicate preferences (make excited sound for food they like, push away food they don’t like).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
APL-7b. Independently explore the different qualities of an object (notice the sound of a rattle, then be drawn to the “feel” of it, exploring it with mouth or hand).	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
<b>APL-8: Children maintain attentiveness and focus.</b>	
APL-8a. Focus and attend to people and things around them.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
APL-8b. Repeat interesting actions over and over (push button to make toy pop up).	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
APL-8c. Notice when the expected does not happen.	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results

<b>APL-9: Children persist at challenging activities.</b>	
APL-9a. Try over and over to make things happen (make sounds to get attention, work to get to something that is out of reach).	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results

<b>Younger Toddlers</b>	
<b>Curiosity, Information-Seeking, and Eagerness</b>	
<b>APL-1: Children show curiosity and express interest in the world around them.</b>	
APL-1d. Imitate what others are doing.	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
APL-1e. Show curiosity about their surroundings (with pointing, facial expressions, words).	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
APL-1f. Show pleasure when exploring and making things happen (clap, smile, repeat action again and again).	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
<b>APL-2: Children actively seek to understand the world around them.</b>	
APL-2c. Initiate activities that interest them and try to get others involved.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
APL-2d. Use toys and other objects to make things happen (kick a ball, push a button on a toy).	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
APL-2e. Move toward people and things that are new and/or interesting.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen

<b>Play and Imagination</b>	
<b>APL-3: Children engage in increasingly complex play.</b>	
APL-3e. Play alongside other children, sometimes imitating their actions.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions  Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
APL-3f. Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, use a chair as pretend car).	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
APL-3g. Take turns in simple games (pat-a-cake, peek-a-boo).	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
APL-3h. Offer toys and objects to others.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
<b>APL-4: Children demonstrate creativity, imagination, and inventiveness.</b>	
APL-4d. Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears).	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways



<b>Risk-Taking, Problem-Solving, and Flexibility</b>	
<b>APL-5: Children are willing to try new and challenging experiences.</b>	
APL-5d. Try unfamiliar experiences and interact with new people, with a familiar adult nearby.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
APL-5e. Move away from a familiar adult to explore, but check in frequently.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
APL-5f. Show interest in toys that offer a challenge and try to work them.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
<b>APL-6: Children use a variety of strategies to solve problems.</b>	
APL-6d. Try one or two strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a toy from him/ her; try to put a ball in a box—if it will not fit, gets a bigger box).	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
APL-6e. Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something).	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
APL-6f. After unsuccessful attempt to solve a problem, ask for help from an adult (point, gesture, speak).	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
APL-6g. Vary actions on purpose to solve a problem (bang, then turn shape to fit in sorter; shake handle, then pull, to open a drawer).	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
<b>Attentiveness, Effort, and Persistence</b>	
<b>APL-7: Children demonstrate initiative.</b>	
APL-7c. Express choices with actions or simple language (choose Cheerios or a cracker).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects

APL-7d. Seek to repeat experiences they enjoy or succeed at (do shape sorter over and over, climb up and down stairs).	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
<b>APL-8: Children maintain attentiveness and focus.</b>	
APL-8d. Focus on self-selected activity for a short period of time (decide to play in the sandbox and stay there for a couple of minutes).	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
APL-8e. Focus on an interesting activity or interaction shared with adults for a short period of time.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
<b>APL-9: Children persist at challenging activities.</b>	
APL-9b. Keep trying to accomplish tasks that they are not able to do immediately (put on a jacket, engage a busy adult in play).	Demonstrates positive approaches to learning Persists Practices an activity many times until successful

<b>Older Toddlers</b>	
<b>Curiosity, Information-Seeking, and Eagerness</b>	
<b>APL-1: Children show curiosity and express interest in the world around them.</b>	
APL-1g. Discover things that interest and amaze them and seek to share them with others.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
APL-1h. Show pleasure in new skills and in what they have done.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
APL-1i. Watch what others are doing and often try to participate.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
<b>APL-2: Children actively seek to understand the world around them.</b>	
APL-2f. Seek more information about people and their surroundings (“study” an object carefully, stare for long moments, become absorbed in figuring out a situation).	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
APL-2g. Use their whole body to learn (get mud or paint on themselves from head to toe, fit themselves into a big, empty box).	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
APL-2h. Communicate what they want to do or know using gestures, facial expressions, or words (ask “What dat?”).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects

<b>Play and Imagination</b>	
<b>APL-3: Children engage in increasingly complex play.</b>	
APL-3i. Try to involve other children in play.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
APL-3j. Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone).	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
APL-3k. Play with others with a common purpose (play a chase game).	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
APL-3l. Communicate about what is happening during pretend play (“He eating,” point to a picture on a communication board when feeding a toy baby with a spoon; “Now go work,” after putting on shoes and necktie).	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
<b>APL-4: Children demonstrate creativity, imagination, and inventiveness.</b>	
APL-4e. Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears).	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
APL-4f. Pretend to be somebody or something other than themselves.	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
APL-4g. Pretend one object is really something different (use Legos as food while stirring a pot).	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else

<b>Risk-Taking, Problem-Solving, and Flexibility</b>	
<b>APL-5: Children are willing to try new and challenging experiences.</b>	
APL-5g. Explore freely without a familiar adult nearby.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
APL-5h. Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide).	Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support
APL-5i. Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, “I can do it.”).	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
APL-5j. Want to do things their own way (say “Me do it!”), push an adult’s hand away if the person is trying to help).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
<b>APL-6: Children use a variety of strategies to solve problems.</b>	
APL-6h. Try a variety of strategies to get what they want or solve a problem.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful  Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
APL-6i. Use language to obtain help to solve a problem (tell adults, “My car broke.”).	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it

APL-6j. Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use, pile blocks on a towel and drag them across the floor when there are too many to carry).	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
<b>Attentiveness, Effort, and Persistence</b>	
<b>APL-7: Children demonstrate initiative.</b>	
APL-7e. Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
APL-7f. Show increasing interest in performing tasks independently (put on jacket and try to zip it up).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
APL-7g. Show and/or tell others what they have done.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
<b>APL-8: Children maintain attentiveness and focus.</b>	
APL-8f. Focus on a person or a hands-on activity for a short period of time (participate in singing a song, stay focused long enough to build a block tower).	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
APL-8g. Keep working on interesting activities with other things going on around them.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

<b>APL-9: Children persist at challenging activities.</b>	
APL-9c. Seek help from others to complete a challenging activity.	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
APL-9d. Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit).	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks

<b>Emotional and Social Development</b>	
<b>Infants</b>	
<b>Developing a Sense of Self</b>	
<b>ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.</b>	
ESD-1a. Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies).	Demonstrates knowledge about self
ESD-1b. Show interest in their image in a mirror (stare, smile, reach out to touch).	Demonstrates knowledge about self
ESD-1c. Respond to their name with sounds or movement.	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others
ESD-1d. Express likes and dislikes (smile, cry, and protest).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
<b>ESD-2: Children express positive feelings about themselves and confidence in what they can do.</b>	
ESD-2a. Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs  Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
ESD-2b. Show pleasure at things they have done (wiggle, coo, laugh).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs  Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results



ESD-2c. Explore the environment with support from a familiar, trusted adult.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
<b>Developing a Sense of Self With Others</b>	
<b>ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</b>	
ESD-3a. Enjoy being held, cuddled, and talked to by familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
ESD-3b. Recognize and reach out to familiar people.	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
ESD-3c. Seek to be near their caregivers; stop crying when they come near.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
ESD-3d. Show signs of separation anxiety when a familiar caregiver leaves.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
ESD-3e. Make eye contact with others.	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
ESD-3f. Imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for “so big”).	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
<b>ESD-4: Children form relationships and interact positively with other children.</b>	
ESD-4a. Notice other infants and children (look at them, turn in other’s direction, reach for them, touch them).	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds

<b>Learning About Feelings</b>	
<b>ESD-6: Children identify, manage, and express their feelings.</b>	
ESD-6a. Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice.	<ul style="list-style-type: none"> <li>Uses language to express thoughts and needs</li> <li>Uses an expanding expressive vocabulary</li> <li style="padding-left: 20px;">Vocalizes and gestures to communicate</li> </ul>
ESD-6b. Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss).	<ul style="list-style-type: none"> <li>Regulates own emotions and behaviors</li> <li>Takes care of own needs appropriately</li> <li style="padding-left: 20px;">Indicates needs and wants; participates as adult attends to needs</li> <li>Uses language to express thoughts and needs</li> <li>Uses an expanding expressive vocabulary</li> <li style="padding-left: 20px;">Vocalizes and gestures to communicate</li> </ul>
ESD-6c. Soothe themselves (suck thumb or pacifier, shift attention, snuggle with soft toy).	<ul style="list-style-type: none"> <li>Regulates own emotions and behaviors</li> <li>Manages feelings</li> <li style="padding-left: 20px;">Comforts self by seeking out special object or person</li> </ul>
<b>ESD-7: Children recognize and respond to the needs and feelings of others.</b>	
ESD-7a. Become upset when another infant is crying.	<ul style="list-style-type: none"> <li>Establishes and sustains positive relationships</li> <li>Responds to emotional cues</li> <li style="padding-left: 20px;">Reacts to others' emotional expressions</li> </ul>
ESD-7b. Respond differently to positive vs. negative emotional expressions of others.	<ul style="list-style-type: none"> <li>Establishes and sustains positive relationships</li> <li>Responds to emotional cues</li> <li style="padding-left: 20px;">Reacts to others' emotional expressions</li> </ul>

<b>Younger Toddlers</b>	
<b>Developing a Sense of Self</b>	
<b>ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.</b>	
ESD-1e. Show awareness of specific body parts.	Demonstrates knowledge about self
ESD-1f. Recognize themselves in a mirror (point to self, make faces in mirror).	Demonstrates knowledge about self
ESD-1g. Express choices with gestures, signs, or words (select a toy they want).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
<b>ESD-2: Children express positive feelings about themselves and confidence in what they can do.</b>	
ESD-2d. Explore the environment on their own, but check in with a familiar, trusted adult occasionally.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
ESD-2e. Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal (move closer to reach an object they want).	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
ESD-2f. Bring others things they like or show them things they have done.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world

<b>Developing a Sense of Self With Others</b>	
<b>ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</b>	
ESD-3g. Show preference for and emotional connection with adults who take care of them on a regular basis (“check in” with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult leaves).	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
ESD-3h. Offer toys and objects to familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
<b>ESD-4: Children form relationships and interact positively with other children.</b>	
ESD-4b. Show pleasure at the arrival of familiar peers.	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
ESD-4c. Enjoy playing alongside other children.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
ESD-4d. Imitate actions of older siblings and playmates.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
ESD-4e. Offer toys and objects to other children.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups

<b>ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</b>	
ESD-5a. Use gestures, sounds, objects, or words to get another person to do something (bring box to adult to be opened, make noise to get someone to look).	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p>
ESD-5b. Follow simple directions some of the time.	<p>Listens to and understands increasingly complex language Follows directions Follows simple requests not accompanied by gestures</p>
ESD-5c. Control impulses some of the time (look at forbidden object and say, “No, no,” allow adult to direct them to a different activity).	<p>Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults</p>
ESD-5d. Accept adult help to resolve problems and conflicts, and cooperate when an adult redirects them from a situation that poses a problem.	<p>Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults</p>
<b>Learning About Feelings</b>	
<b>ESD-6: Children identify, manage, and express their feelings.</b>	
ESD-6d. Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice.	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p>
ESD-6e. Use body language, facial expression, and sometimes words to communicate feelings (clap when happy, pout and hunch shoulders when sad, shout “Whee!” when excited).	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p>
ESD-6f. Separate from parent or main caregiver without being overcome by stress.	<p>Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world</p>
ESD-6g. Find comfort and calm down in a familiar setting or with a familiar person.	<p>Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world</p>

<b>ESD-7: Children recognize and respond to the needs and feelings of others.</b>	
ESD-7c. Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
ESD-7d. Look at familiar caregivers to see how the caregiver is feeling (do something wrong and look to see if the caregiver is angry, bump head and start crying after the caregiver expresses concern/tries to comfort).	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
ESD-7e. Match their tone and emotions to that of others during interactions.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions

<b>Older Toddlers</b>	
<b>Developing a Sense of Self</b>	
<b>ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.</b>	
ESD-1h. Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures, say, “I help Daddy!”).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
ESD-1i. Use their own name or a personal pronoun to refer to themselves (I, me, and mine).	Demonstrates knowledge about self
ESD-1j. Make choices and have favorite clothes, toys, and activities.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
<b>ESD-2: Children express positive feelings about themselves and confidence in what they can do.</b>	
ESD-2g. Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
ESD-2h. Explore the environment independently to satisfy their own interests (seek out toy or favorite materials).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self  Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
ESD-2i. Show confidence in their abilities through actions and/or language (try to lift a heavy object, say, “I’m strong!”).	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
ESD-2j. Attempt to reach goals without help from others (push adult away, say “Me do it myself!”).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

<b>Developing a Sense of Self With Others</b>	
<b>ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</b>	
ESD-3i. Form close relationships with their primary caregivers and other familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
ESD-3j. Seek help from trusted adults when upset (when fearful or having difficulty with something).	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
ESD-3k. Are less likely to get upset when primary caregiver is with them.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
ESD-3l. Use words to influence caregivers' behavior (ask for help, talk about something they want the adult to do).	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world  Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people



<b>ESD-4: Children form relationships and interact positively with other children.</b>	
ESD-4f. Show affection or preference for particular children (spontaneously hug, want to play, call other child a friend).	Establishes and sustains positive relationships Makes friends Seeks a preferred playmate; shows pleasure when seeing a friend
ESD-4g. Remember and use names of familiar playmates.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects  Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
ESD-4h. Use appropriate words to influence playmates' behavior ("Play with me." "Stop hitting me.").	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups  Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems
ESD-4i. Participate in play with other children.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
ESD-4j. Show positive emotion and turn taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys).	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns

<b>ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</b>	
ESD-5e. Follow social rules, transitions, and routines that have been explained to them, with reminders and practice.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
ESD-5f. Adjust their behavior to fit different situations (tiptoe near a sleeping baby, use a quiet voice inside, runs outside).	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
ESD-5g. Evaluate their own and others' actions as right or wrong (pointing out another child is climbing on the table).	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults  Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
ESD-5h. Show caring and cooperation (help to put away toys, offer to help another person).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
ESD-5i. Wait for a short time to get what they want (a turn with a toy, a snack), with guidance and support.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
ESD-5j. Accept "no" without getting overly upset.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification

<b>Learning About Feelings</b>	
<b>ESD-6: Children identify, manage, and express their feelings.</b>	
ESD-6h. Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
ESD-6i. Communicate to make needs known.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
ESD-6j. Manage emotions and control impulses with guidance and support (Say “I don’t like that!” instead of hitting; wait by door instead of running ahead when excited to go out).	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
ESD-6k. Display emotional outbursts less often.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
<b>ESD-7: Children recognize and respond to the needs and feelings of others.</b>	
ESD-7f. Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
ESD-7g. Communicate concern for others (share a toy with someone who doesn’t have one, ask, “Are you OK?”).	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
ESD-7h. Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
ESD-7i. Recognize facial expressions or actions associated with different emotions.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately

<b>Health and Physical Development</b>	
<b>Infants</b>	
<b>Physical Health and Growth</b>	
<b>HPD-1: Children develop healthy eating habits.</b>	
HPD-1a. Show interest in feeding routines.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
HPD-1b. Help with feeding themselves (eat finger foods, hold bottle).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
HPD-1c. Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
HPD-1d. Show food preferences.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
HPD-1e. Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
HPD-1f. Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
<b>HPD-2: Children engage in active physical play indoors and outdoors.</b>	
HPD-2a. Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over).	Demonstrates traveling skills Moves to explore immediate environment
HPD-2b. Move their bodies to explore the indoor and outdoor environment.	Demonstrates traveling skills Moves to explore immediate environment
HPD-2c. Develop strength and stamina by continuing movements over short periods of time.	Demonstrates traveling skills Moves to explore immediate environment

<b>HPD-3: Children develop healthy sleeping habits.</b>	
HPD-3a. Sleep for longer periods at a time (more at night, and less during the day).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
HPD-3b. Settle down and fall asleep after a routine that includes a familiar series of events.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
HPD-3c. Develop a personal sleep routine or pattern.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
<b>Motor Development</b>	
<b>HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</b>	
HPD-4a. Gain control of arm and leg movements.	Demonstrates balancing skills Balances while exploring immediate environment
HPD-4b. Maintain upright posture when sitting and standing.	Demonstrates balancing skills Balances while exploring immediate environment
HPD-4c. Move in and out of various positions by rolling, pushing up, and pulling to stand.	Demonstrates traveling skills Moves to explore immediate environment  Demonstrates balancing skills Balances while exploring immediate environment
HPD-4d. Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk).	Demonstrates traveling skills Moves to explore immediate environment
<b>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</b>	
HPD-5a. Use both hands to swipe at, reach for, grasp, hold, shake, and release objects.	Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects
HPD-5b. Transfer objects from one hand to the other.	Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects

HPD-5c. Use a pincer grasp to pick up an object with finger and thumb.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
<b>Self-Care</b>	
<b>HPD-6: Children develop awareness of their needs and the ability to communicate their needs.</b>	
HPD-6a. Use different sounds to let caregivers know they need attention.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
HPD-6b. Begin to soothe themselves (suck thumb, find pacifier, reach for a security object).	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
<b>HPD-7: Children develop independence in caring for themselves and their environment.</b>	
HPD-7a. Tolerate care routines (mouth care, hand-washing, diapering, dressing, and bathing).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
HPD-7b. Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
<b>Safety Awareness</b>	
<b>HPD-8: Children develop awareness of basic safety rules and begin to follow them.</b>	
HPD-8a. Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers).	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
HPD-8b. Notice and imitate adults' reactions to new people and situations.	Regulates own emotions and behaviors Follows limits and expectations Responds to changes in an adult's tone of voice and expression  Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions

<b>Younger Toddlers</b>	
<b>Physical Health and Growth</b>	
<b>HPD-1: Children develop healthy eating habits.</b>	
HP1-g. Try new foods.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
HPD-1h. Feed themselves with some assistance (may use hands, utensils or cups).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
HPD-1i. Ask for or accept food when hungry.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
HPD-1j. Eat enough to meet nutritional needs, even when amount or type of food varies over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
HPD-1k. Eat a variety of small pieces of age-appropriate table foods.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
<b>HPD-2: Children engage in active physical play indoors and outdoors.</b>	
HPD-2d. Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
HPD-2e. Anticipate and ask for outdoor play (point at door and say, “Out!”, resist coming indoors).	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults  Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

HPD-2f. Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over).	Demonstrates traveling skills Experiments with different ways of moving  Demonstrates balancing skills Experiments with different ways of balancing
HPD-2g. Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time.	Demonstrates traveling skills Experiments with different ways of moving  Demonstrates balancing skills Experiments with different ways of balancing
<b>HPD-3: Children develop healthy sleeping habits.</b>	
HPD-3d. Cooperate with sleep routines (choose a book, get preferred sleep toy).	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person  Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
HPD-3e. Use simple sounds, gestures, or words to show they are tired (say, “Night, night.”).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
<b>Motor Development</b>	
<b>HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</b>	
HPD-4e. Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor).	Demonstrates traveling skills Moves to explore immediate environment  Demonstrates balancing skills Balances while exploring immediate environment
HPD-4f. Move their arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps).	Demonstrates traveling skills Moves to explore immediate environment
HPD-4g. Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker).	Demonstrates traveling skills Experiments with different ways of moving



<b>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</b>	
HPD-5d. Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball).	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
HPD-5e. Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers).	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
HPD-5f. Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling).	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects  Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grasps drawing and writing tools, jabbing at paper
<b>Self-Care</b>	
<b>HPD-6: Children develop awareness of their needs and the ability to communicate their needs.</b>	
HPD-6c. Use gestures, words, or sign language to communicate what they need.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
HPD-6d. Use objects and follow routines that are comforting (get their blanket and lie down where they usually sleep, pick out favorite book to be read before lunch).	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person

<b>HPD-7: Children develop independence in caring for themselves and their environment.</b>	
HPD-7c. Cooperate and help with care routines and cleanup (mouth-care, hand-washing, diapering, dressing, bathing).	<p>Regulates own emotions and behaviors  Takes care of own needs appropriately  Seeks to do things for self</p> <p>Demonstrates knowledge of patterns  Shows interest in simple patterns in everyday life</p>
HPD-7d. Drink from a cup and feed themselves with their fingers or a spoon.	<p>Demonstrates fine-motor strength and coordination  Uses fingers and hands  Uses fingers and whole-arm movements to manipulate and explore objects</p>
<b>Safety Awareness</b>	
<b>HPD-8: Children develop awareness of basic safety rules and begin to follow them.</b>	
HPD-8c. Watch for adult reactions to unfamiliar things or situations that might be dangerous.	<p>Regulates own emotions and behaviors  Takes care of own needs appropriately  Seeks to do things for self</p>
HPD-8d. Show some caution about unfamiliar and/or unsafe situations.	<p>Regulates own emotions and behaviors  Takes care of own needs appropriately  Seeks to do things for self</p>
HPD-8e. Respond to simple warnings that prevent harm (“Stop!” “Hot!” “Wait!”).	<p>Regulates own emotions and behaviors  Follows limits and expectations  Accepts redirection from adults</p> <p>Regulates own emotions and behaviors  Takes care of own needs appropriately  Seeks to do things for self</p>

<b>Older Toddlers</b>	
<b>Physical Health and Growth</b>	
<b>HPD-1: Children develop healthy eating habits.</b>	
HPD-1l. Try new foods.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
HPD-1m. Feed themselves using utensils and hands.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
HPD-1n. Accept or refuse food depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food).	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
HPD-1o. Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples).	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
<b>HPD-2: Children engage in active physical play indoors and outdoors.</b>	
HPD-2h. Develop strength and stamina by spending moderate periods of time playing vigorously.	Demonstrates traveling skills Experiments with different ways of moving  Demonstrates balancing skills Experiments with different ways of balancing
HPD-2i. Show satisfaction with new active skills and strengths (ask others to watch them, say, “I’m big and strong!”).	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
HPD-2j. With guidance and support, transition from active to quiet activities.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults

<b>HPD-3: Children develop healthy sleeping habits.</b>	
HPD-3f. Use language about sleep (say, “Time for bed,” after clearing lunch things; give sign for sleep).	Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life
HPD-3g. With guidance, participate in sleep routines (wash hands after lunch, get blanket, lie down on bed or mat).	Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life
HPD-3h. Fall asleep on their own.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
<b>Motor Development</b>	
<b>HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</b>	
HPD-4h. Move their arms and legs to complete a task (kick, jump, step, pedal, push away).	Demonstrates balancing skills Sustains balance during simple movement experiences
HPD-4i. Move through the world with a variety of movements and with increasing independence (run, jump, pedal).	Demonstrates traveling skills Experiments with different ways of moving
HPD-4j. Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide).	Demonstrates traveling skills Experiments with different ways of moving
HPD-4k. Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps).	Demonstrates traveling skills Experiments with different ways of moving  Demonstrates balancing skills Sustains balance during simple movement experiences
<b>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</b>	
HPD-5g. Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time).	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
HPD-5h. Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters).	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements

HPD-5i. Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel).	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
<b>Self-Care</b>	
<b>HPD-6: Children develop awareness of their needs and the ability to communicate their needs.</b>	
HPD-6e. Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
HPD-6f. Soothe themselves when needed (find a quiet area for alone time, look at book before nap).	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
<b>HPD-7: Children develop independence in caring for themselves and their environment.</b>	
HPD-7e. Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
HPD-7f. Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show an interest in toileting).	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
HPD-7g. Feed themselves with a spoon.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
HPD-7h. Help with meal and snack routines.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
HPD-7i. Take care of objects (put toys away, handle materials carefully, water plants or garden).	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

<b>Safety Awareness</b>	
<b>HPD-8: Children develop awareness of basic safety rules and begin to follow them.</b>	
HPD-8f. Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened).	<p>Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults</p> <p>Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p>
HPD-8g. Increase self-control over their impulses (remind self not to touch something; wait for adult vs. running ahead).	<p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p>
HPD-8h. With guidance, recognize and avoid situations that might cause harm.	<p>Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults</p> <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p>

<b>Language Development and Communication</b>	
<b>Infants</b>	
<b>Learning to Communicate</b>	
<b>LDC-1: Children understand communications from others.</b>	
LDC-1a. Engage in individual and reciprocal sound exploration and play (make “raspberries” or other sounds with someone).	<p>Uses language to express thoughts and needs  Uses an expanding expressive vocabulary  Vocalizes and gestures to communicate</p> <p>Uses appropriate conversational and other communication skills  Engages in conversations  Engages in simple back-and-forth exchanges with others</p>
LDC-1b. Show interest in voices, and focus on speech directed at them.	<p>Listens to and understands increasingly complex language  Comprehends language  Shows an interest in the speech of others</p>
LDC-1c. Respond to different tones in speech directed at them.	<p>Regulates own emotions and behaviors  Follows limits and expectations  Responds to changes in an adult’s tone of voice and expression</p>
LDC-1d. Respond to simple requests (“Come here.” or “Do you want more?”).	<p>Listens to and understands increasingly complex language  Follows directions  Responds to simple verbal requests accompanied by gestures or tone of voice</p>
<b>LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.</b>	
LDC-2a. Respond differently to facial expressions and tones of voice.	<p>Regulates own emotions and behaviors  Follows limits and expectations  Responds to changes in an adult’s tone of voice and expression</p>
LDC-2b. Pay brief attention to the same object the caregiver is looking at.	<p>Listens to and understands increasingly complex language  Comprehends language  Shows an interest in the speech of others</p>

LDC-2c. Engage in turn taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear).	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
<b>LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.</b>	
LDC-4a. Repeat actions that mean something specific (lift arms to be picked up, point at desired toys).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
LDC-4b. Make different sounds for different purposes (whimper when wet, cry loudly when hungry).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs  Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
LDC-4c. “Jabber” and pretend to talk using many sounds or signs from the languages used around them.	Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds
<b>LDC-6: Children use most grammatical constructions of their home language well.</b>	
LDC-6a. Make different sounds for different purposes (whimper when wet, cry loudly when hungry).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs  Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
LDC-6b. “Jabber” and pretend to talk using many sounds or signs from the languages used around them to communicate.	Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds



<b>LDC-7: Children respond to and use a growing vocabulary.</b>	
LDC-7a. Make specific sounds, facial expressions, and/or gestures for certain people and objects.	<ul style="list-style-type: none"> <li>Uses language to express thoughts and needs</li> <li>Uses an expanding expressive vocabulary</li> <li>Vocalizes and gestures to communicate</li> </ul>
LDC-7b. Imitate sounds, words, and gestures.	<ul style="list-style-type: none"> <li>Uses language to express thoughts and needs</li> <li>Uses an expanding expressive vocabulary</li> <li>Vocalizes and gestures to communicate</li>   <li>Uses appropriate conversational and other communication skills</li> <li>Engages in conversations</li> <li>Engages in simple back-and-forth exchanges with others</li> </ul>
LDC-7c. Recognize spoken or signed words for common items.	<ul style="list-style-type: none"> <li>Listens to and understands increasingly complex language</li> <li>Comprehends language</li> <li>Shows an interest in the speech of others</li> </ul>
<b>Foundations for Reading</b>	
<b>LDC-8: Children develop interest in books and motivation to read.</b>	
LDC-8a. Pat and chew on tactile books.	<ul style="list-style-type: none"> <li>Demonstrates positive approaches to learning</li> <li>Shows curiosity and motivation</li> <li>Uses senses to explore the immediate environment</li> </ul>
LDC-8b. Look at pictures of faces and simple objects.	<ul style="list-style-type: none"> <li>Uses symbols and images to represent something not present</li> <li>Thinks symbolically</li> <li>Recognizes people, objects, and animals in pictures or photographs</li> </ul>
LDC-8c. Listen to simple and repetitive books, stories, and songs.	<ul style="list-style-type: none"> <li>Demonstrates knowledge of print and its uses</li> <li>Uses and appreciates books</li> <li>Shows interest in books</li> </ul>
<b>LDC-10: Children develop book knowledge and print awareness.</b>	
LDC-10a. Explore books and paper by tasting, mouthing, crumpling, banging, and patting.	<ul style="list-style-type: none"> <li>Demonstrates positive approaches to learning</li> <li>Shows curiosity and motivation</li> <li>Uses senses to explore the immediate environment</li> </ul>

LDC-10b. Look at pictures while cuddling with caregiver.	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs
<b>LDC-11: Children develop phonological awareness.</b>	
LDC-11a. Imitate and take turns with caregivers making different sounds.	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others

<b>Younger Toddlers</b>	
<b>Learning to Communicate</b>	
<b>LDC-1: Children understand communications from others.</b>	
LDC-1e. Respond to others by using words or signs.	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
LDC-1f. Respond to gestures, facial expressions, tone of voice, and some words that show emotions.	Regulates own emotions and behaviors Follows limits and expectations Responds to changes in an adult's tone of voice and expression
LDC-1g. Follow simple directions and/or visual cues ("Put your pillow on the mat." "Please sit by me.").	Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice
<b>LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.</b>	
LDC-2d. Establish joint attention by looking at an object, at their caregiver, and back at the object.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
LDC-2e. Respond to and initiate dialogue with another person.	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
LDC-2f. Use movement or behavior to initiate interaction with another person.	Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations

<b>LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>	
LDC-3a. Respond to simple statements and questions about pictures, play, people, and things that are happening.	<ul style="list-style-type: none"> <li>Listens to and understands increasingly complex language</li> <li>Comprehends language</li> <li>Shows an interest in the speech of others</li> </ul>
<b>LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.</b>	
LDC-4d. Communicate through facial expressions, sounds, and body movements.	<ul style="list-style-type: none"> <li>Uses language to express thoughts and needs</li> <li>Uses an expanding expressive vocabulary</li> <li>Vocalizes and gestures to communicate</li> </ul>
LDC-4e. Expect others to understand them and show frustration, often through their behavior, if not understood.	<ul style="list-style-type: none"> <li>Uses language to express thoughts and needs</li> <li>Speaks clearly</li> <li>Uses some words and word-like sounds and is understood by most familiar people</li> </ul>
<b>LDC-5: Children describe familiar people, places, things, and events.</b>	
LDC-5a. Act out familiar scenes and events, and imitate familiar people.	<ul style="list-style-type: none"> <li>Uses symbols and images to represent something not present</li> <li>Engages in sociodramatic play</li> <li>Imitates actions of others during play; uses real objects as props</li> </ul>

<b>LDC-6: Children use most grammatical constructions of their home language well.</b>	
LDC-6c. “Jabber” and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language.	Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds
LDC-6d. Use a few words to communicate (make requests and ask questions).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
<b>LDC-7: Children respond to and use a growing vocabulary.</b>	
LDC-7d. Show steady increase in words used (e.g., name family members and familiar objects).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
LDC-7e. Imitate parts of familiar songs, chants, or rhymes.	Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games  Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds
LDC-7f. Respond to simple words and phrases that they hear often.	Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted
LDC-7g. Use several words to make requests (e.g., “done,” “wannit,” “please”) as well as to label people and objects.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects

<b>Foundations for Reading</b>	
<b>LDC-8: Children develop interest in books and motivation to read.</b>	
LDC-8d. Engage in reading behaviors independently (choose books, turn pages (but not always in order) tell the story).	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
LDC-8e. Show interest in books (e.g., tactile and picture books).	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
LDC-8f. Listen to simple and repetitive books, stories, and songs for a brief period of time.	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
LDC-8g. Carry books around, “name” them, and select books for adults to read out loud.	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
<b>LDC-9: Children comprehend and use information presented in books and other print media.</b>	
LDC-9a. Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time
LDC-9b. Allow entire short book to be “read” with willingness to look at most pages.	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books  Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time
LDC-9c. Make appropriate sounds when looking at pictures (say, “Quack, quack” when looking at a duck, “Vrrrrooom” when looking at a car).	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time

<b>LDC-10: Children develop book knowledge and print awareness.</b>	
LDC-10c. Turn pages (but not always in the right order); point to and label pictures in books; sometimes treat pictures as real (licking a picture of ice cream, rubbing “fur” of a cat in a book).	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
LDC-10d. Identify some environmental print and logos (favorite cereal box, a sign for a familiar store).	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
<b>LDC-11: Children develop phonological awareness.</b>	
LDC-11b. Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures.	Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games  Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds
<b>Foundations for Writing</b>	
<b>LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.</b>	
LDC-13a. Make marks, scribble, and paint (e.g., cover easel paper with big crayon or paint marks, make marks with marker or crayon).	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
<b>LDC-15: Children use writing skills and conventions.</b>	
LC-15a. Hold marker or crayon with the fist.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
LC-15b. Dot or scribble with crayons, may progress to vertical lines.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

<b>Older Toddlers</b>	
<b>Learning to Communicate</b>	
<b>LDC-1: Children understand communications from others.</b>	
LDC-1h. Respond when others talk to them, using a larger variety of words or signs.	<p>Listens to and understands increasingly complex language  Comprehends language  Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>Uses language to express thoughts and needs  Uses an expanding expressive vocabulary  Names familiar people, animals, and objects</p>
LDC-1i. Respond to gestures, facial expressions, tone of voice, and some words that show emotions.	<p>Regulates own emotions and behaviors  Follows limits and expectations  Responds to changes in an adult’s tone of voice and expression</p>
LDC-1j. Follow two-step directions with visual cues if needed (“Pick up the paper and put it in the trash.” “Get your cup and put it on the table.”).	<p>Listens to and understands increasingly complex language  Follows directions  Follows directions of two or more steps that relate to familiar objects and experiences</p>
<b>LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.</b>	
LDC-2g. Engage in short dialogues of a few turns.	<p>Uses appropriate conversational and other communication skills  Engages in conversations  Engages in simple back-and-forth exchanges with others</p>
LDC-2h. Ask questions or use verbal or nonverbal cues to initiate communication with another.	<p>Uses appropriate conversational and other communication skills  Engages in conversations  Initiates and attends to brief conversations</p>



<b>LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>	
LDC-3b. Answer simple questions (“What is she doing?” “What happened to the bear in the story?”).	<ul style="list-style-type: none"> <li>Listens to and understands increasingly complex language</li> <li>Comprehends language <ul style="list-style-type: none"> <li>Responds appropriately to specific vocabulary and simple statements, questions, and stories</li> </ul> </li> </ul>
LDC-3c. Use simple sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information.	<ul style="list-style-type: none"> <li>Uses language to express thoughts and needs</li> <li>Uses an expanding expressive vocabulary <ul style="list-style-type: none"> <li>Describes and tells the use of many familiar items</li> </ul> </li> </ul>
<b>LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.</b>	
LDC-4f. Communicate messages with expression, tone, and inflection.	<ul style="list-style-type: none"> <li>Uses language to express thoughts and needs</li> <li>Uses an expanding expressive vocabulary <ul style="list-style-type: none"> <li>Names familiar people, animals, and objects</li> </ul> </li> </ul>
LDC-4g. Use speech that is understood most of the time by familiar listeners.	<ul style="list-style-type: none"> <li>Uses language to express thoughts and needs</li> <li>Speaks clearly <ul style="list-style-type: none"> <li>Uses some words and word-like sounds and is understood by most familiar people</li> </ul> </li> </ul>
<b>LDC-5: Children describe familiar people, places, things, and events.</b>	
LDC-5b. Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day.	<ul style="list-style-type: none"> <li>Uses language to express thoughts and needs</li> <li>Uses an expanding expressive vocabulary <ul style="list-style-type: none"> <li>Describes and tells the use of many familiar items</li> </ul> </li> </ul>
LDC-5c. Use dramatic play to act out familiar scenes and events, and imitate familiar people.	<ul style="list-style-type: none"> <li>Uses symbols and images to represent something not present</li> <li>Engages in sociodramatic play <ul style="list-style-type: none"> <li>Acts out familiar or imaginary scenarios; may use props to stand for something else</li> </ul> </li> </ul>

<b>LDC-6: Children use most grammatical constructions of their home language well.</b>	
LDC-6e. Communicate in short sentences that follow the word order of their home language.	Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly
LDC-6f. Combine two and three words.	Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly
<b>LDC-7: Children respond to and use a growing vocabulary.</b>	
LDC-7h. Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
LDC-7i. Participate in or repeat familiar songs, chants, or rhymes.	Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games  Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds
LDC-7j. Show they understand many new vocabulary words and a variety of concepts (big and little, in and out).	Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted
<b>Foundations for Reading</b>	
<b>LDC-8: Children develop interest in books and motivation to read.</b>	
LDC-8h. Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story).	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult

LDC-8i. Listen for short periods of time to storybooks, informational books stories, poetry, songs and finger plays.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time
<b>LDC-9: Children comprehend and use information presented in books and other print media.</b>	
LDC-9d. Chime in on a repeated line in a book while being read to by an adult.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time
LDC-9e. Pretend to read familiar books from memory; repeat familiar phrases while looking at a book.	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
LDC-9f. Begin to relate personal experiences to events described in familiar books.	Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support
LDC-9g. Answer simple questions about stories.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
LDC-9h. Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories).	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time
<b>LDC-10: Children develop book knowledge and print awareness.</b>	
LDC-10e. Hold a book upright, turn some pages front to back (but not always in the right order), close book, and say, “done” or “the end.”	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
LDC-10f. Demonstrate understanding of the need for and the uses of print (pretend to read a “grocery list” during play; say, “I want chicken” when looking at a menu).	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read

LDC-10g. Demonstrate an understanding of realistic symbols such as photographs, and later abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; say, “That means light” when looking at a symbol of a light bulb located over the light switch).	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs
<b>LDC-11: Children develop phonological awareness.</b>	
LDC-11c. Participate in rhyming games.	Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games
LDC-11d. Notice sounds that are the same and different.	Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds
LDC-11e. Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.	Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games  Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds
<b>LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.</b>	
LDC-12a. Demonstrate an interest in letters by asking about and/or naming some of them.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes and names a few letters in own name

<b>Foundations for Writing</b>	
<b>LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.</b>	
LDC-13b. Pretend to write in ways that mimic adult writing (e.g., scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil).	<p>Demonstrates fine-motor strength and coordination</p> <p>Uses writing and drawing tools</p> <p style="padding-left: 20px;">Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p> <p>Uses symbols and images to represent something not present</p> <p>Engages in sociodramatic play</p> <p style="padding-left: 20px;">Imitates actions of others during play; uses real objects as props</p>
<b>LDC-15: Children use writing skills and conventions.</b>	
LC-15c. Explore a variety of tools that can be used for writing.	<p>Demonstrates fine-motor strength and coordination</p> <p>Uses writing and drawing tools</p> <p style="padding-left: 20px;">Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
LC-15d. Scribble and/or imitate an adult’s marks with markers, crayons, paints, etc.	<p>Demonstrates fine-motor strength and coordination</p> <p>Uses writing and drawing tools</p> <p style="padding-left: 20px;">Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
LC-15e. Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger.	<p>Demonstrates fine-motor strength and coordination</p> <p>Uses fingers and hands</p> <p style="padding-left: 20px;">Uses refined wrist and finger movements</p> <p>Demonstrates fine-motor strength and coordination</p> <p>Uses writing and drawing tools</p> <p style="padding-left: 20px;">Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>

<b>Cognitive Development</b>	
<b>Infants</b>	
<b>Construction of Knowledge: Thinking and Reasoning</b>	
<b>CD-1: Children use their senses to construct knowledge about the world around them.</b>	
CD-1a. Discover different shapes, sizes and textures by exploring (put toys in mouth, crawl over pillows, pick up large objects).	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
CD-1b. Turn head or move toward sounds.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
<b>CD-2: Children recall information and use it for new situations and problems.</b>	
CD-2a. Search for objects that are hidden or partly hidden.	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CD-2b. Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on parent’s shoulder when new person comes near).	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
CD-2c. Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle).	Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life
CD-2d. Repeat an action to make something happen again (make sounds when music stops, bounce up and down to get adult to continue “horsey ride”).	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
CD-2e. Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways

<b>CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</b>	
CD-3a. Show awareness of others' reactions to people, objects, and events.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
CD-3b. Show awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object).	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
<b>Creative Expression</b>	
<b>CD-4: Children demonstrate appreciation for different forms of artistic expression.</b>	
CD-4a. Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear lullabies, show bodily excitement when they hear music).	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
CD-4b. Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet).	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
<b>CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.</b>	
CD-5a. Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw scarf).	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
CD-5b. Explore sensory properties of art media (smear paint, pat and pound dough).	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
CD-5c. Make a variety of sounds with simple instruments, toys, and their own voice.	Explores musical concepts and expression
CD-5d. Express themselves by moving their bodies (wave arms when excited, hug soft toy).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate

<b>Social Connections</b>	
<b>CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</b>	
CD-6a. Intently observe actions of children, adults, pets, and objects nearby.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
CD-6b. Seek parents, siblings, caregivers, and teachers for play and for meeting needs.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
<b>CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</b>	
CD-7a. Show a clear preference for familiar people.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
<b>Mathematical Thinking and Expression</b>	
<b>CD-10: Children show understanding of numbers and quantities during play and other activities.</b>	
CD10a. Indicate they want “more” with signs, sounds, or looks.	Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more
CD-10b. Show interest (look at or reach for) in obvious differences in quantity (look at a tower with 3 blocks longer than a tower with 7 blocks, reach for a basket with three balls rather than a basket with one ball).	Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more
<b>CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.</b>	
CD-11a. Discover objects of different sizes by exploring (put toys in mouth, pick up large objects).	Compares and measures Makes simple comparisons between two objects



<b>CD-12: Children identify and use common shapes and concepts about position during play and other activities.</b>	
CD-12a. Discover different shapes by exploring (put blocks in mouth, roll balls).	Explores and describes spatial relationships and shapes Understands shapes Matches two identical shapes
CD-12b. Attempt to put objects into other objects (such as putting pieces into holes or other spaces).	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
<b>Scientific Exploration and Knowledge</b>	
<b>CD-14: Children observe and describe characteristics of living things and the physical world.</b>	
CD-14a. Observe and explore natural phenomena indoors and outdoors, using all senses (rub hands over grass, lift face to feel wind, pat family dog, splash water).	Uses scientific inquiry skills
<b>CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</b>	
CD-15a. Gather information through sight, hearing, taste, smell, and touch.	Uses scientific inquiry skills
CD-15b. Use multiple senses to focus intently on objects, displays, materials, or events.	Uses scientific inquiry skills

<b>Younger Toddlers</b>	
<b>Construction of Knowledge: Thinking and Reasoning</b>	
<b>CD-1: Children use their senses to construct knowledge about the world around them.</b>	
CD-1c. Actively explore objects by handling them in many ways (moving, carrying, filling, dumping, smelling, and putting in mouth).	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
CD-1d. Explore space with their bodies (fit self into large box, crawl under table, climb over low walls).	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
<b>CD-2: Children recall information and use it for new situations and problems.</b>	
CD-2f. Search in several places where an object has been hidden recently.	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CD-2g. Notice a change in familiar objects, places, or events (frown at parent with a new haircut, look for furniture that was moved).	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CD-2h. Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, “water” plants with pitcher).	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
CD-2i. Imitate behaviors they have seen in the past or in other places.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
CD-2j. Identify objects and people in pictures by pointing or looking.	Remembers and connects experiences Makes connections Looks for familiar persons when they are named; relates objects to events

<b>CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</b>	
CD-3c. Show awareness of others' feelings about things by looking to see how they react.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
<b>Creative Expression</b>	
<b>CD-4: Children demonstrate appreciation for different forms of artistic expression.</b>	
CD-4c. Show interest or pleasure in response to images, objects, and music (say, "Aaah" and reach for a brightly colored picture, look at or reach toward fluttering leaves).	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
CD-4d. Participate in and explore all possible media (use finger paint, glue scraps of paper on another paper, dance to music).	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
<b>CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.</b>	
CD-5e. Use hats and clothes for dressup make-believe.	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
CD-5f. Explore art materials freely (make marks, squeeze clay, tear paper).	Explores the visual arts
CD-5g. Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle).	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
CD-5h. Move to music in their own way.	Explores musical concepts and expression  Explores dance and movement concepts

<b>Social Connections</b>	
<b>CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</b>	
CD-6c. Imitate routine actions of their caregivers (rock a baby doll, push a lawnmower, “read” a magazine).	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
CD-6d. Know whom they can go to for help (regular caregiver vs. visitor, parent vs. neighbor).	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems
<b>CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</b>	
CD-7b. Recognize children and others they spend a lot of time with (make sounds, say name, move toward or away from child).	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
<b>CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.</b>	
CD-8a. Compare their own physical features with those of others by looking and touching.	Demonstrates knowledge about self  Shows basic understanding of people and how they live
<b>Mathematical Thinking and Expression</b>	
<b>CD-10: Children show understanding of numbers and quantities during play and other activities.</b>	
CD-10c. Explore quantity (for example, filling and dumping containers).	Compares and measures Makes simple comparisons between two objects
CD-10d. Use words or actions that show understanding of the concepts of “more” and “all” (ask for more food, stop asking for more blocks when told they have “all” of the blocks).	Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more

CD-10e. Recognize the difference between two small sets of objects (6 or under) that include a different number of objects (point to which set of crayons has more).	Compares and measures Makes simple comparisons between two objects
<b>CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.</b>	
CD-11b. Participate in activities that compare the size and weight of objects.	Compares and measures Makes simple comparisons between two objects
CD-11c. Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area).	Uses classification skills Matches similar objects
<b>CD-12: Children identify and use common shapes and concepts about position during play and other activities.</b>	
CD-12c. Explore space with their bodies (fit self into large box, crawl under table, climb over low walls).	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
CD-12d. Put basic shapes into a shape sorter using trial and error.	Explores and describes spatial relationships and shapes Understands shapes Matches two identical shapes
<b>Scientific Exploration and Knowledge</b>	
<b>CD-14: Children observe and describe characteristics of living things and the physical world.</b>	
CD-14b. Use abilities to observe and explore natural phenomena indoors and outdoors with focus, using all senses (notice and interact with small insects, smell flowers, catch falling snow, shuffle through leaves).	Uses scientific inquiry skills

<b>CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</b>	
CD-15c. Use all senses to examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at moon).	Uses scientific inquiry skills
CD-15d. Use toys and other objects to make things happen (kick a ball, push a button on a toy).	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
CD-15e. Explore objects and materials by handling them in many ways (moving, carrying, filling, dumping, smelling, putting in mouth).	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen  Uses scientific inquiry skills

<b>Older Toddlers</b>	
<b>Construction of Knowledge: Thinking and Reasoning</b>	
<b>CD-1: Children use their senses to construct knowledge about the world around them.</b>	
CD-1e. Explore objects and materials physically to learn about their properties.	Uses scientific inquiry skills
CD-1f. Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, funnel).	Uses scientific inquiry skills
CD-1g. Express knowledge gathered through their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing).	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
<b>CD-2: Children recall information and use it for new situations and problems.</b>	
CD-2k. Search for objects in several places, even when not seen recently.	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
CD-2l. Show they remember people, objects, and events (tell about them, act them out, point out similar happenings).	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
CD-2m. Show they remember the order in which familiar events happen (finish line in story or song, get ready to go outdoors after snack).	Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support
CD-2n. Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent).	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else

<b>CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</b>	
CD-3d. Use words like “think,” “remember,” and “pretend.”	<p>Uses language to express thoughts and needs          Uses an expanding expressive vocabulary          Names familiar people, animals, and objects</p>
CD-3e. Talk about what they and other people want or like.	<p>Regulates own emotions and behaviors          Takes care of own needs appropriately          Demonstrates confidence in meeting own needs</p> <p>Uses language to express thoughts and needs          Uses an expanding expressive vocabulary          Names familiar people, animals, and objects</p>
<b>Creative Expression</b>	
<b>CD-4: Children demonstrate appreciation for different forms of artistic expression.</b>	
CD-4e. Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again).	Explores the visual arts
CD-4f. Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).	<p>Explores the visual arts</p> <p>Explores musical concepts and expression</p> <p>Explores dance and movement concepts</p> <p>Explores drama through actions and language</p>
<b>CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.</b>	
CD-5i. Recreate familiar scenes using play materials, language, and actions.	<p>Uses symbols and images to represent something not present          Thinks symbolically          Draws or constructs, and then identifies what it is</p>
CD-5j. Experiment and create art with clay, crayons, markers, paint, and collage materials.	Explores the visual arts



CD-5k. Make up simple nonsense songs, sign, chant, and dance (sing “la-la-la-la” on two pitches, twirl around and fall down, “march” by lifting knees high).	Explores musical concepts and expression Explores dance and movement concepts
CD-5l. Express ideas and feelings through music, movement, and dance.	Explores musical concepts and expression Explores dance and movement concepts
<b>Social Connections</b>	
<b>CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</b>	
CD-6e. Use play to show what they know about relationships and roles in families and other familiar contexts.	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
CD-6f. Talk about what others do during the day (“Mommy at work. Mimi at home.”).	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
CD-6g. Help with daily routines (put cups out for lunch, feed pets, wash tables).	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
<b>CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</b>	
CD-7c. Put self into categories based on age, gender, and physical characteristics (“I’m a girl.” “I have long hair.”).	Demonstrates knowledge about self
<b>CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.</b>	
CD-8b. Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics.	Shows basic understanding of people and how they live
CD-8c. Show awareness of similarities and differences among people and families during play.	Shows basic understanding of people and how they live

<b>CD-9: Children explore concepts connected with their daily experiences in their community.</b>	
CD-9a. Use play to communicate what they know about their community (pretend to go to the store, pretend to be a police person).	Shows basic understanding of people and how they live
<b>Mathematical Thinking and Expression</b>	
<b>CD-10: Children show understanding of numbers and quantities during play and other activities.</b>	
CD-10f. Use words or actions that show understanding of the concepts of “more,” “all,” and/or “none” (ask for more food, stop asking for more blocks when told they have “all” of the blocks, become upset when told there is no more Play-Doh).	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CD-10g. Attempt to chant or recite numbers, but not necessarily in the correct order.	Uses number concepts and operations Counts Verbally counts (not always in the correct order)
CD-10h. Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car).	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
CD-10i. Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls).	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
<b>CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.</b>	
CD-11d. Group objects into categories (cars with cars, plates separated from cups).	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
CD-11e. Use size and amount words to label objects, people, and collections (big truck, a lot of cookies, little baby).	Compares and measures Makes simple comparisons between two objects

<b>CD-12: Children identify and use common shapes and concepts about position during play and other activities.</b>	
CD-12e. Respond to and begin to use words describing positions (in, on, over, under, etc.).	Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to proximity (beside, between, next to)
CD-12f. Name or match a few shapes.	Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)
CD-12g. Stack or line up blocks that are the same shape.	Explores and describes spatial relationships and shapes Understands shapes Matches two identical shapes
<b>CD-13: Children use mathematical thinking to solve problems in their everyday environment.</b>	
CD-13a. Use observation and emerging counting skills (1, 2, 3) during play and other daily activities.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
<b>Scientific Exploration and Knowledge</b>	
<b>CD-14: Children observe and describe characteristics of living things and the physical world.</b>	
CD-14c. Participate in the care of living things with guidance and support (water plants, help to feed classroom pet).	Demonstrates knowledge of the characteristics of living things Demonstrates knowledge of Earth's environment
CD-14d. Show curiosity and investigate the world of nature indoors and outdoors (pick up rocks, scratch frost on window, ask questions about things seen outdoors).	Uses scientific inquiry skills Demonstrates knowledge of Earth's environment

<b>CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</b>	
CD-15f. Investigate differences between materials (sand, water, goop, moving air).	Uses scientific inquiry skills
CD-15g. Use simple tools to manipulate and explore objects and materials, with guidance and support (containers for pouring, sand mold, magnifying glass).	Uses tools and other technology to perform tasks
CD-15h. Notice changes in materials when mixing and manipulating (paint, Play-Doh, food ingredients).	Demonstrates knowledge of the physical properties of objects and materials