



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

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With
New York State Early Learning Guidelines

This document aligns the content in the *New York State Early Learning Guidelines* with the goals and ideals of *The Creative Curriculum*[®] for Preschool. *The Creative Curriculum*[®] for Preschool 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

New York State Early Childhood Advisory Council and Council on Children and Families. (2012). *New York state early learning guidelines*. Rensselaer, New York: Author. Retrieved April 4, 2013 from <http://ccf.ny.gov/ECAC/ECACResources/ELG.pdf>

Teaching Strategies, LLC. (2010). *The Creative Curriculum*[®] for preschool. Washington, DC: Author.

<i>New York State Early Learning Guidelines</i>	<i>How The Creative Curriculum® for Preschool meets New York State Early Learning Guidelines</i>
Physical Well-Being, Health, and Motor Development	
36 to 60 Months	
A. Gross Motor Skills	
1. Walks and runs and navigates obstacles and corners	Demonstrates traveling skills Moves purposefully from place to place with control
2. Crawls through a play tunnel or under tables	Demonstrates traveling skills Experiments with different ways of moving
3. Climbs on play equipment	Demonstrates traveling skills Moves purposefully from place to place with control
4. Throws ball overhand with some accuracy	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
5. Catches large balls with two hands	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with a full range of motion
6. Kicks ball forward	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
7. Hops forward on one foot without losing balance	Demonstrates balancing skills Sustains balance during complex movement experiences
8. Jumps on two feet and over small objects with balance and control	Demonstrates balancing skills Sustains balance during complex movement experiences
9. Gallops with skill	Demonstrates balancing skills Sustains balance during complex movement experiences
10. Pedals consistently when riding tricycle and navigates obstacles and corners	Demonstrates traveling skills Moves purposefully from place to place with control
11. Walks up and down stairs, using alternating feet, without support	Demonstrates traveling skills Moves purposefully from place to place with control

12. Walks backwards and runs with enough control for sudden stops	Demonstrates traveling skills Experiments with different ways of moving
B. Fine Motor Skills	
1. Eats with utensils	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
2. Uses various drawing and art materials (e.g., crayons, brushes, finger paint)	Explores the visual arts
3. Copies shapes and geometric designs	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 Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is
4. Opens and closes blunt scissors with one hand	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
5. Cutting skills progress from inaccurate cutting to proper grasp with some degree of accuracy	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
6. Manipulates small objects with ease (e.g., strings beads, fits small objects into holes)	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
7. Dresses and undresses self-managing buttons and/or zippers	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements

8. Uses stapler or paper punch	Uses tools and other technology to perform tasks
9. Completes increasingly complex puzzles (e.g., 3-piece to 10-piece puzzles)	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
10. Writes some recognizable letters or numbers	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms
C. Sensorimotor Skills	
1. Physically reacts appropriately to the environment (e.g., bends knees to soften landing, moves quickly to avoid obstacles)	Demonstrates traveling skills Moves purposefully from place to place with control Demonstrates balancing skills Sustains balance during simple movement experiences Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
2. Demonstrates concepts through movement (e.g., imitates an animal through movement, sounds, dress, and dramatization)	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 Explores dance and movement concepts
3. Improves eye-hand coordination (e.g., catches a bounced ball)	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
4. Enjoys pushing objects, climbing short ladders, swinging on a swing, and sliding	Demonstrates traveling skills Moves purposefully from place to place with control
D. Physical Fitness: Daily Activities	
1. Carries light objects or backpack for a short distance	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks

2. Repetitively practices new skills	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
3. Engages in at least 60 minutes, and up to several hours, daily of unstructured physical activity	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
4. Engages in organized physical activities for a total of at least 60 minutes each day, sustaining physical activity for at least 15 minutes at a time	Demonstrates traveling skills Moves purposefully from place to place with control Demonstrates balancing skills Sustains balance during simple movement experiences Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
5. Stays awake except during nap time	Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life
E. Physical Fitness: Variety and Well-Being	
1. Participates in different physical activities (e.g., walking, climbing, throwing, dancing) with enthusiasm	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
2. Incorporates various physical activities while transitioning from one place to another (e.g., marches between the kitchen and the bathroom)	Demonstrates traveling skills Moves purposefully from place to place with control Demonstrates balancing skills Sustains balance during simple movement experiences Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
3. Participates in group activities involving physical activity (e.g., makes a large letter with a thick rope on the floor)	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Cooperates and shares ideas and materials in socially acceptable ways

F. Daily Living Skills	
1. Feeds self with proper utensils, without assistance	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
2. Gets drink of water from tap, without assistance	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
3. Dresses and undresses, with minimal help	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
4. Chooses own clothes to wear, when asked	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
5. Puts shoes on, without assistance	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
6. Decides, with few prompts, when to carry out self-help tasks (e.g., to wash hands when dirty and before meals)	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
7. Participates in helping others with personal care routines	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
G. Daily Living Skills: Hygiene	
1. Uses tissue to wipe own nose and throws tissue in wastebasket	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
2. Takes care of own toileting needs and asks for assistance when needed	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

3. Washes and dries hands before eating and after toileting, without assistance	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
4. Cooperates and assists caregiver with tooth brushing	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
5. Identifies health products (e.g., shampoo, toothpaste, soap)	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
6. Covers mouth when coughing	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
7. Recognizes and communicates when experiencing symptoms of illness	Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations
8. Understands the need for and participates in care for acute and chronic illness	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
H. Nutrition	
1. Participates in preparing nutritious meals	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
2. Chooses to eat foods that are better for the body than others, with assistance	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being

<p>3. Passes food at the table and takes appropriate sized portions, or other culturally-specific family serving style</p>	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being</p> <p>Demonstrates knowledge about self</p>
<p>I. Safe Practices</p>	
<p>1. Communicates to peers and adults when sees dangerous behaviors (e.g., throwing rocks on the playground)</p>	<p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>2. Carries scissors and pencils with points down to avoid accidents</p>	<p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>3. Looks both ways before crossing street or road, and knows to cross with adult assistance</p>	<p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>4. Recognizes danger and poison symbols and avoids those objects or areas</p>	<p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>5. Does not touch or take medicine without adult assistance but knows that medicine can improve health when used properly</p>	<p>1 Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>6. Understands the difference between “safe touch” and “unsafe touch”</p>	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being</p>

J. Rules and Self-Regulation	
1. Understands and anticipates the consequences of not following rules	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
2. Identifies safety signs posted around the classroom and home	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
3. Follows emergency drill instruction (e.g., fire, tornado, earthquake, tsunami, bomb)	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
4. Follows basic safety rules, with assistance (e.g., bus, bicycle, playground, crossing street, stranger awareness)	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
5. Initiates getting buckled into age- and weight-appropriate car safety seat in vehicles	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
6. Puts on or asks for helmet before riding a bicycle or other wheeled toy	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Social and Emotional Development	
36 to 60 Months	
A. Interactions with Adults	
1. Separates with assistance from significant adults and transitions to program	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults

2. Expresses affection for significant adults	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
3. Approaches adults for assistance and offers to assist adults	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
5. Expresses feelings about adults (e.g., “I love Auntie”)	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
B. Interactions with Adults: Seek assistance from adults	
1. Recognizes that adults have more experience and, therefore, can provide assistance	Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests
2. Asks questions of adults frequently to obtain information	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
3. Follows caregivers’ guidelines for appropriate behavior in different environments	Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations
4. Brings simple problem situations to adults’ attention	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
5. Continues to need adult comfort and reassurance but may be less open in seeking and accepting it	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
C. Interaction with Peers	
1. Shows enjoyment in playing with other children	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children

2. May elect to entertain oneself for sustained periods of time	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
3. Initiates an activity with another child	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
4. Separates willingly from adults to play with friends, most of the time	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
5. Makes and maintains a friendship with at least one other child	Establishes and sustains positive relationships Makes friends Establishes a special friendship with one other child, but the friendship might only last a short while
D. Interaction with Peers: Cooperation	
1. Plays with other children without prompting, at times	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
2. Cooperates with other children, with assistance	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children
3. Manages the use of materials and toys during play, with assistance	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
4. Negotiates with peers (takes turns, plans play)	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
5. Makes decisions with other children, with adult prompts as needed	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems

E. Interaction with peers: Negotiation	
1. Understands concept of “mine” and “his/hers”	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
2. Approaches other children positively	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
3. Uses different turn-taking strategies (e.g., bartering, trading, and beginning to share)	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
4. Uses simple strategies to solve problems, either individually or in a group (e.g., seeks assistance from an adult)	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems
5. Negotiates with other children to solve a problem, with assistance	Participates cooperatively and constructively in group situations Solves social problems Resolves social problems through negotiation and compromise
6. States a position with reasons (e.g., “I do not want to play right now because I am tired”)	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Responds appropriately to others’ expressions of wants
F. Adaptive Social Behavior	
1. Takes turns and shares with peers, with assistance	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
2. Asks “why” questions to show effort at understanding effects of behavior (e.g., “If I do this, why does that happen?”)	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
3. Demonstrates understanding of the consequences of own actions on others (e.g., “I gave Anna the toy and so she is playing with it now”)	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
4. Describes other children’s positive, thoughtful, kind behaviors	Shows basic understanding of people and how they live

5. Shows empathy for physically hurt or emotionally upset child	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
G. Adaptive Social Behavior: Group Activities	
1. Seeks out other children to play with	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
2. Notices and comments on who is absent from routine group settings (e.g., play groups)	1 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
3. Identifies self as member of a group (e.g., refers to our family, our school, our team, our culture)	Shows basic understanding of people and how they live
4. Uses pretend play to explore, practice, and understand social roles	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
5. Joins a group of other children playing, with adult prompts as needed	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
6. May assign roles to other children during cooperative play	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
H. Adaptive Social Behavior: Diverse Settings	
1. Explores objects and materials, and interacts with others in a variety of group settings	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Cooperates and shares ideas and materials in socially acceptable ways

2. Successfully transitions from one activity/ setting to the next during the day, with guidance	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
3. Adjusts behavior to different settings (e.g., home, library, playground)	Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations
I. Adaptive Social Behavior: Empathy	
1. Notices and shows concern for peers' feelings	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
2. Comforts peers when they are hurt or upset, with adult assistance	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
3. Adopts a variety of roles and feelings during pretend play	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
4. Identifies and responds to the feelings and experiences of the characters in stories	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
5. Expresses how another child might feel (e.g., "I think Tanya is sad because she is crying.")	2Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
6. Cares for plants, flowers, and other living things, with guidance	Demonstrates knowledge of the characteristics of living things
7. Shows concern about fairness within peer group	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors

J. Appreciating Diversity	
1. Compares similarities or differences of others (e.g., height, hair color) in his/her circle of contact	Shows basic understanding of people and how they live
2. Develops awareness, knowledge, and appreciation of own gender and cultural identity.	Demonstrates knowledge about self
3. Identifies gender and other basic similarities and differences between self and others	Demonstrates knowledge about self Shows basic understanding of people and how they live
4. Demonstrates understanding that different individuals have different abilities and information	Shows basic understanding of people and how they live
5. Includes other children in own activities who are of a different gender, ethnic background, who speak other languages, or who have special needs, with guidance	Shows basic understanding of people and how they live
6. Asks questions about others' families, ethnicity, language, cultural heritage, and differences in physical characteristics	Shows basic understanding of people and how they live
K. Self-Concept	
1. Describes self by gender, role, and abilities	Demonstrates knowledge about self
2. Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in third person	Demonstrates knowledge about self
3. Chooses individual activities (e.g., doing puzzles, painting)	Demonstrates knowledge about self
4. Expresses self in different roles during pretend play	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
5. May talk to self and/or engage in conversation with imaginary playmates	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
6. Describes family members and begins to understand their relationship to one another	Demonstrates knowledge about self

L. Self-Concept: Abilities and Preferences	
1. Describes own basic physical characteristics	Demonstrates knowledge about self
2. Exerts will and preferences with actions and increasingly with language	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Demonstrates knowledge about self
3. Experiments with own abilities by trying new activities and testing limits	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
4. Identifies feelings, likes, and dislikes, and begins to be able to explain why he/she has them	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Demonstrates knowledge about self
M. Self-Efficacy	
1. Expresses delight with mastery of a skill (e.g., “I did it myself.”)	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
2. Asks others to view own creations (e.g., “Look at my picture.”)	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
3. Demonstrates confidence in own abilities (e.g., “I can climb to the top of the big slide!”)	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
4. Expresses own ideas and opinions	Demonstrates knowledge about self
5. Enjoys process of creating (e.g., drawing, painting, building)	Explores the visual arts
N. Self-Control	
1. Participates in routine activities (e.g., meal time, snack time, naptime)	Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support

2. Follows simple rules without reminders (e.g., handles toys with care)	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
3. Demonstrates increasing ability to use materials purposefully, safely, and respectfully	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
4. Adapts to changes in daily schedule	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
5. Predicts what comes next in the day, when there is an established and consistent schedule	Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support
O. Self-Control: Feelings and Impulses	
1. Expresses strong emotions in appropriate ways, at times with assistance	Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time
2. Expresses ownership of feelings and desire to control self, with assistance	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
3. Calms self after having strong emotions, with guidance (e.g., goes to quiet area or requests favorite book to be read when upset)	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
4. Waits for turn during group activities, sometimes	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
5. Sticks with difficult tasks and demonstrates increasing ability to deal with frustration	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks

P. Emotional Expression	
1. Names and talks about own emotions	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
2. Uses pretend play to understand and respond to emotions	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
3. Associates emotions with words and facial expressions	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
4. Uses humor to entertain and make others laugh	Explores drama through actions and language
Approaches to Learning	
36 to 60 Months	
A. Curiosity and Interest	
1. Asks others for information (e.g., “What is that?” “Why is the moon round?”)	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
2. Investigates and experiments with materials	Uses scientific inquiry skills
3. Shows interest in how and why others do things	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
4. Uses “Why” to get information about how his/her world works	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
5. Develops personal interests (e.g., trains, farm animals)	Demonstrates knowledge about self
B. Initiative	
1. Asks others to join in play	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups

2. Joins a play activity already in progress, with assistance	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
3. Selects new activities during play time (e.g., selects characters for dress-up)	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
4. Offers to help with chores (e.g., sweeping sand from the floor, helping clean up spilled juice)	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
5. Finds and uses materials to follow through on an idea (e.g., blocks for building a tower)	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
6. Makes decisions about what activity or materials to work with from selection offered	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
C. Persistence and Attentiveness	
1. Focuses on tasks of interest to him/her	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
2. Remains engaged in an activity for at least 5 to 10 minutes, at times	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
3. Completes favorite tasks over and over again	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
4. Persists in trying to complete a task after previous attempts have failed (e.g., complete a puzzle, build a tower)	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
5. Uses at least two different strategies to solve a problem	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed

6. Participates in meal time with few distractions	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
D. Creativity and Inventiveness	
1. Invents new activities or games	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
2. Creates acceptable rules for group activities	Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations
3. Makes up words, songs, or stories	Uses language to express thoughts and needs Tells about another time or place Tells stories about other times and places that have a logical order and that include major details
4. Expresses ideas through art, construction, movement, or music	Explores the visual arts Explores musical concepts and expression Explores dance and movement concepts
5. Engages in extensive pretend play (e.g., plays “house” or “explorers”)	Uses symbols and images to represent something not present Engages in sociodramatic play Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days
E. Reflection and Interpretation	
1. Tells others about events that happened in the past	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view

2. Represents things in environment with available materials, moving from simple to complex representations (e.g., recreates picture of a house, bridge, road with blocks)	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is
3. Thinks out loud and talks through a situation	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
4. Works out problems mentally rather than through trial and error	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
Cognitive and General Knowledge	
36 to 60 Months	
A. Causation: Children demonstrate awareness of cause and effect	
1. Identifies objects that influence or affect other objects (e.g., “The food coloring makes the water blue.”)	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
2. Asks “why” questions to show effort at understanding causation (e.g., “If I do this, why does that happen?”)	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
3. Explains the effects that simple actions may have on objects (e.g., “It will be dark when you turn off the light.”)	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
4. Recognizes which element of an object causes the effect in simple relationships (e.g., the beads inside the box make the noise)	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
B. Critical and Analytic Thinking: Children compare, contrast, examine, and evaluate experiences, tasks, and events	
1. Shows understanding of concepts of same and different	Compares and measures Makes simple comparisons between two objects

2. Recognizes and labels aspects of an event (e.g., long, fun)	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
3. Compares experiences, with adult assistance (e.g., recalls and compares play times with different children)	Compares and measures Makes simple comparisons between two objects
4. Explains simple benefits and/ or drawbacks of choosing one course of action, with assistance	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
5. Organizes objects by more than one pre-selected characteristic (e.g., crayons and markers by color and type of implement)	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
6. Uses comparative words (e.g., “Now the music is faster.”)	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
7. Uses actions or words to justify choices	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
C. Critical and Analytic Thinking: Children use past knowledge to build new knowledge	
1. Applies new information or vocabulary to an activity	Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations
2. Uses information gained through one modality and applies it to new context via another modality (e.g., tries to build a tower of blocks like the one seen in a book)	Remembers and connects experiences Makes connections Generates a rule, strategy, or idea from one learning experience and applies it in a new context
3. Generates a strategy based on one learning event and extends it to a new learning opportunity (e.g., learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon)	Remembers and connects experiences Makes connections Generates a rule, strategy, or idea from one learning experience and applies it in a new context

4. Labels that a person's apparel is based on the weather outside (e.g., "Wearing a sweater means it is cold outside.")	Demonstrates knowledge of Earth's environment
D. Problem-Solving: Children find multiple solutions to questions, tasks, problems, and challenges	
1. Explores various ways to solve a problem and selects one option	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
2. Seeks assistance from another child or an adult to solve problems	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
3. Modifies actions based on new information and experiences (e.g., changes block structure when the tower continues to fall)	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
E. Representational Thought: Children use symbols to represent objects	
1. Provides more complex description of a person or object that is not present (e.g., child describes that the dog is black, soft, and runs around; child gestures to show how big)	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
2. Uses symbols or pictures as representation for oral language	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is
3. Uses objects to represent real items in make-believe play	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
4. Recognizes objects, places, and ideas by symbols (e.g., recognizes which is the men's room and which is the women's room by looking at the stick figure symbols)	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read

F. Representational Thought: Children distinguish between fantasy and reality	
1. Takes on pretend roles and situations, using the appropriate language, tone, and movements (e.g., pretends to be a baby, crawling on the floor and making baby sounds)	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
2. Engages in complex makebelieve play (e.g., theme-oriented play that involves multiple characters and settings)	Uses symbols and images to represent something not present Engages in sociodramatic play Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days
3. Makes connections between characters in books or movies, with people in real-life	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
4. Questions if characters in books and movies are real or not	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
G. Number and Sense Operations: Children demonstrate knowledge of numbers and counting	
1. Names some numerals	Uses number concepts and operations Connects numerals with their quantities Recognizes and names a few numerals
2. Recognizes that a single object is “one” regardless of size, shape, or other attributes	Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more
3. Understands that numbers represent quantity (e.g., gets three apples out of the box)	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

4. Applies numbers and counting concepts to daily life (e.g., counts number of children who have raised their hand)	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
5. Differentiates some letters from numerals	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
6. Recognizes, names, and writes some numerals	Uses number concepts and operations Connects numerals with their quantities Recognizes and names a few numerals
7. Counts to at least 20 from memory	Uses number concepts and operations Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
8. Counts at least five objects in one-to-one correspondence, without assistance (e.g., places one plate at each chair when setting table)	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
9. Increasing understanding of duration of time (e.g., “all the time,” “all day”)	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
10. Begins to recognize and identify coins to count money (e.g., penny, nickel, dime, quarter)	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
11. Uses numbers to predict and make realistic guesses (e.g., “I think there are about 20 marbles in that jar.”)	Uses scientific inquiry skills

12. Tells what number comes before or after a given number up to ten	Uses number concepts and operations. Counts Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
H. Measurement: Children demonstrate knowledge of size, volume, height, weight, and length	
1. Uses activities that explore and develop vocabulary for length and weight	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
2. Uses measuring tools in play activities (e.g., measuring tape, measuring cups)	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
3. Estimates size (e.g., “I’m as tall as the yellow bookshelf.”)	Compares and measures Makes simple comparisons between two objects
4. Labels objects using size words	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
I. Properties of Ordering: Children identify and label shapes	
1. Identifies and labels different kinds of two-dimensional shapes (e.g., circle, rectangle, triangle)	Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)
2. Compares shape and size of objects	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
3. Creates, builds, or draws shapes	Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

4. Recognizes non-geometrical shapes in nature (e.g., clouds or other things that are not circles, squares, triangles)	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
5. Orders shapes from smallest to largest (e.g., orders various circle sizes)	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
J. Properties of Ordering: Children sort, classify, and organize objects	
1. Orders several objects on the basis of one or more characteristics through trial and error (e.g., puts 4 blocks of same color in a row from smallest to largest)	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
2. Creates own patterns with a variety of materials	Demonstrates knowledge of patterns Extends and creates simple repeating patterns
3. Classifies everyday objects that go together (e.g., shoe/sock, pencil/paper, comb/brush)	Uses classification skills Matches similar objects
4. Places objects in specific position (e.g., first, second, third)	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
K. Scientific Thinking: Children collect information through observation and manipulation	
1. Identifies and distinguishes between senses (e.g., tastes, sounds, textures)	Uses scientific inquiry skills
2. Uses nonstandard tools (e.g., blocks, paper tubes) to explore the environment	Uses tools and other technology to perform tasks
3. Uses standard tools (e.g., magnets, magnifying glass) to explore the environment	Uses tools and other technology to perform tasks
4. Participates in experiments provided by adults and describes observations (e.g., mixing ingredients to bake a cake)	Uses scientific inquiry skills

L. Scientific thinking: Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations	
1. Asks questions and finds answers through active exploration	Uses scientific inquiry skills
2. Records information from an experience (e.g., drawing, storytelling, writing, photographing)	Uses scientific inquiry skills
3. Makes predictions and develops generalizations based on past experiences	Uses scientific inquiry skills
4. Uses vocabulary that shows recognition of scientific principles to explain why things happen (e.g., uses words such as sink, float, melt, freeze)	Uses scientific inquiry skills
M. Scientific Knowledge: Children observe and describe characteristics of living things	
1. Identifies things as living or non-living based on their characteristics (e.g., breathes, moves, grows)	Demonstrates knowledge of the characteristics of living things
2. Describes characteristics of plants, animals, and people (e.g., “That tree grew really tall!”)	Demonstrates knowledge of the characteristics of living things
3. Notices similarities, differences, and categories of plants and animals	Demonstrates knowledge of the characteristics of living things
4. Demonstrates understanding of changes in the appearance, behavior, and habitats of living things (e.g., plants, spider webs)	Demonstrates knowledge of the characteristics of living things
5. Asks questions about growth and change in plants and animals	Demonstrates knowledge of the characteristics of living things
6. Demonstrates understanding of how things grow and change	Demonstrates knowledge of the characteristics of living things
N. Scientific Knowledge: Children observe and describe characteristics of the earth	
1. Investigates properties of rocks, dirt, and water	Demonstrates knowledge of the physical properties of objects and materials
2. Recognizes and provides simple descriptions of the states of matter (e.g., Water is wet.”)	Demonstrates knowledge of the physical properties of objects and materials
3. Makes simple observations of the characteristics and movement of sun, moon, stars, and clouds	Demonstrates knowledge of Earth’s environment
4. Discusses changes in the weather and seasons, using common weather-related vocabulary (e.g., rainy, sunny, windy)	Demonstrates knowledge of Earth’s environment

O. History: Children demonstrate knowledge of past events and awareness of how they may influence the present and future	
1. Retells a simple story or event in roughly sequential order	Uses language to express thoughts and needs Tells about another time or place Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
2. Uses time-related words and concepts (e.g., first/last, morning/ night, yesterday/today), though not always accurately	Explores change related to familiar people or places
3. Gives simple accounts of what happened that day	Explores change related to familiar people or places
4. Establishes causal patterns between past, present, and future events, with assistance	3Explores change related to familiar people or places
5. Uses phrases that suggest awareness of the past (e.g., “When I was a baby...”)	Explores change related to familiar people or places
P. Geography: Children demonstrate awareness of location and spatial relationships	
1. Uses words to indicate direction, position, and size, not always accurately	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance
2. Creates representations of locations and space during play (e.g., builds steep mountain road in sandbox)	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and makes simple sketches, models, or pictorial maps to locate objects
3. Names street, neighborhood, city or town where he/she lives	Demonstrates knowledge about self
4. Understands physical relationships (e.g., on/ under, inside/outside)	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance

Q. Geography: Children demonstrate knowledge of the relationship between people, places, and regions	
1. Matches objects to their usual geographic locations (e.g., stove in the kitchen, bed in the bedroom, tree in the park)	Demonstrates simple geographic knowledge
2. Develops awareness of some characteristics of own geographic region (e.g., “It rains/snows here a lot.”)	Demonstrates simple geographic knowledge
2. Recognizes where he/she is while traveling in familiar areas, most of the time	Demonstrates simple geographic knowledge
4. Recognizes that roads have signs or names and houses and apartments have numbers to help identify locations	Demonstrates simple geographic knowledge
R. Economics: Children demonstrate knowledge of various occupations related to trade and currency	
1. Demonstrates awareness of money being needed to purchase goods and services	Shows basic understanding of people and how they live
2. Plays store or restaurant with play or real money, receipts, credit cards, telephones	Shows basic understanding of people and how they live
3. Demonstrates understanding that coins of different sizes and colors have different names	Shows basic understanding of people and how they live
4. Talks about what wants to be when he/she grows up	Shows basic understanding of people and how they live
5. Demonstrates understanding of sharing and interdependence	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
S. Ecology: Children demonstrate awareness of the relationship between humans and the environment	
1. Shows awareness of environment by noticing features of own home and other familiar places (e.g., recounts how water flowed over the road on the way to store)	Demonstrates simple geographic knowledge
2. Recognizes things that do not belong in the environment (e.g., litter)	Demonstrates knowledge of Earth’s environment
3. Participates in protecting equipment and materials from weather or other natural phenomena	Demonstrates knowledge of the physical properties of objects and materials

4. Helps to sort cans, bottles, and paper into the proper recycling containers, where available	Demonstrates knowledge of Earth's environment
T. Technology: Children demonstrate understanding and use of technology in their surroundings	
1. Communicates with family members or other familiar people using telephone or other communicative device, with assistance	Uses tools and other technology to perform tasks
2. Describes stories, images, or sounds experienced with technology (e.g., music on CD player, program on television, story heard on tape)	Uses tools and other technology to perform tasks
3. Uses accurate vocabulary to identify technology (e.g., camera, computer, printer, television)	Uses tools and other technology to perform tasks
U. Family: Children demonstrate awareness and understanding of family	
1. Describes family members and begins to understand simple relationships to one another (e.g., "Marika is my sister.")	Demonstrates knowledge about self
2. Talks about grandparents or other family members and discusses how they look the same and/or different from children	Demonstrates knowledge about self
3. Identifies self as a member of a specific family and cultural group	Demonstrates knowledge about self
4. Adopts the roles of different family members during dramatic play	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
5. Enjoys being told stories about family routines and stories with family members as the "characters"	Demonstrates knowledge about self
6. Draws a family portrait	Demonstrates knowledge about self
V. Community: Children demonstrate awareness of their community, human interdependence, and social roles	
1. Identifies people by characteristics other than name, when asked	Shows basic understanding of people and how they live
2. Names a parent's job (e.g., nurse, plumber, farmer), but may not know what parent actually does at the job	Shows basic understanding of people and how they live

3. Recognizes some community workers and increases awareness of their jobs	Shows basic understanding of people and how they live
4. Pretends to be different community workers during play (e.g., grocery store clerk, construction worker, doctor, shoe salesperson)	Shows basic understanding of people and how they live
5. Recognizes that people have different communities (e.g., family, neighborhood, school, faith-based community, job)	Shows basic understanding of people and how they live
W. Community: Children demonstrate civic responsibility	
1. Shows awareness of group rules (e.g., waits before painting because the easels are full)	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
2. Helps to make rules for free choice play (e.g., “Only 4 people at the sand table.”)	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
3. Follows rules while playing games and reminds others of the rules	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
4. Responds to another child’s needs by sometimes giving and sharing	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
5. Notices if another child is missing an essential article to participate in the group (e.g., other child does not have crayons to draw with)	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Cooperates and shares ideas and materials in socially acceptable ways
6. Invites other children to join groups or other activities	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Cooperates and shares ideas and materials in socially acceptable ways
X. Culture: Children demonstrate awareness and appreciation of their own and others’ culture	
1. Asks questions about other children’s appearance and behavior	Shows basic understanding of people and how they live
2. Asks questions about similarities and differences in other people (e.g., language, hair styles, clothing)	Shows basic understanding of people and how they live

3. Shows respect for similarities and differences (e.g., does not laugh at somebody who is different)	Shows basic understanding of people and how they live
4. Begins to develop awareness, knowledge, and appreciation of own culture	Demonstrates knowledge about self
5. Recognizes and celebrates similarities and differences between people of different cultures in his/ her circle of contact	Shows basic understanding of people and how they live
Y. Expression and Representation: Children use creative arts to express and represent what they know, think, believe, or feel	
1. Participates in music experiences (e.g., singing, finger plays, chants, musical instruments)	Explores musical concepts and expression
2. Remembers the words to a song that is sung often in the classroom	Explores musical concepts and expression
3. Asks to sing a particular song	Explores musical concepts and expression
4. Participates freely in dramatic play activities (e.g., pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life)	Uses symbols and images to represent something not present Engages in sociodramatic play Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days
5. Tries one type of art many times (e.g., painting at easel several days in a row, using different colors, or covering the whole paper with paint)	Explores the visual arts
6. Performs simple elements of drama (e.g., audience, actors, stage)	Explores drama through actions and language
7. Pretends to be on stage and use a microphone	Explores drama through actions and language
Z. Understanding and Appreciation: Children demonstrate understanding and appreciation of the creative arts	
1. Watches other children dance, then tries to mimic the dance steps	Explores dance and movement concepts
2. Listens attentively at a children's concert, play, or puppet show	Explores drama through actions and language
3. Hums or moves to the rhythm of recorded music	Explores musical concepts and expression
4. Shares various forms of art found in own environment	Explores the visual arts

5. Wonders about or asks questions about works of art, paintings, songs, dance, and theatre	<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>
Language, Communication and Literacy	
36 to 60 Months	
A. Dual Language Acquisition	
1. Demonstrates understanding that there are languages other than the home language (e.g., identifies sentence spoken in home language in comparison to one spoken in English)	<p>Demonstrates progress in listening to and understanding English</p> <p>Responds to words and phrases in English when they are not accompanied by gestures or other visual aids</p>
2. Relies on nonverbal cues to communicate in English, but does not rely on nonverbal cues to communicate in home language	<p>Demonstrates progress in listening to and understanding English</p> <p>Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p>
3. Focuses on the meaning of words rather than grammar in acquiring spoken English language competency	<p>Demonstrates progress in speaking English</p> <p>Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
4. Follows linguistic rules of home language and constructs own rules for English	<p>Demonstrates progress in speaking English</p> <p>Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</p>
5. Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate	<p>Demonstrates progress in speaking English</p> <p>Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
6. If bilingual, adjusts language and communication form used according to person with whom he/she is speaking	<p>Demonstrates progress in speaking English</p> <p>Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</p>
B. Receptive Vocabulary	
1. Responds appropriately to a request (e.g., “Bring me the green towel.”)	<p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p>Follows simple requests not accompanied by gestures</p>

2. Has a receptive vocabulary of several hundred words in home language	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
C. Expressive Vocabulary	
1. Uses new vocabulary in spontaneous speech	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Incorporates new, less familiar or technical words in everyday conversations</p>
2. Asks the meaning of unfamiliar words and then experiments with using them	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Incorporates new, less familiar or technical words in everyday conversations</p>
3. Uses words to further describe actions or adjectives (e.g., “running fast” or “playing well”)	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p>
4. Uses multiple words to explain ideas (e.g., when talking about primary caregiver says “mother/ father” and/or “parent”)	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Incorporates new, less familiar or technical words in everyday conversations</p>
5. Uses words to express emotions (e.g., happy, sad, tired, scared)	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p>
6. Recites songs, finger plays, and rhymes; tells stories	<p>Demonstrates phonological awareness</p> <p>Notices and discriminates rhyme</p> <p>Joins in rhyming songs and games</p>
7. Vocabulary of 1500 words or more	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p>
8. Produces sentences with five to seven words	<p>Uses language to express thoughts and needs</p> <p>Uses conventional grammar</p> <p>Uses complete, four- to six-word sentences</p>

9. Speech is entirely intelligible	Uses language to express thoughts and needs Speaks clearly Pronounces multisyllabic or unusual words correctly
D. Grammar and Syntax	
1. Talks in sentences with five to seven words to describe people, places, events	Uses language to express thoughts and need Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
2. Uses more complex grammar and parts of speech	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
3. Describes a task, project, and/or event sequentially in three or more sentences	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules Remembers and connects experiences Recognizes and recalls Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
4. Asks questions for information/clarification	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
5. Uses prepositions in everyday language, sometimes needing assistance (e.g., at, in, under)	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance
6. Uses possessions consistently (e.g., his, hers, their)	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules

7. Uses past tense of irregular verbs consistently (e.g., went, caught)	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to complex statements, questions, vocabulary, and stories</p>
8. Uses past tense for regular verbs consistently (e.g., jumped, washed)	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to complex statements, questions, vocabulary, and stories</p>
9. May generalize grammar rules (e.g., plurals – says “deers” and “mouses”)	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to complex statements, questions, vocabulary, and stories</p>
E. Comprehension	
1. Follows directions that involve a two- or three-step sequence of actions, which may not be related (e.g., “Please pick up your toys and then get your shoes.”)	<p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p>Follows directions of two or more steps that relate to familiar objects and experiences</p>
2. Responds to questions with verbal answers or gestures	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
3. Extends/expands the thought or idea expressed by another	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
4. Engages in conversation that develops a thought or idea (e.g., tells about a past event)	<p>Uses language to express thoughts and needs</p> <p>Tells about another time or place</p> <p>Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p>
F. Expressive/ Oral Language	
1. Recounts some details of a recent event	<p>Uses language to express thoughts and needs</p> <p>Tells about another time or place</p> <p>Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p>

2. Tells a short make-believe story, with assistance	Uses language to express thoughts and needs Tells about another time or place Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
3. Uses oral language to communicate a message	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
4. Participates in conversations about a variety of topics	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations
G. Listening Skills	
1. Selects specific details in a story and repeats them	Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories
2. Listens to others in a group discussion for a short period	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
3. Responds to questions with appropriate answers	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
4. Gains information through listening	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
H. Oral and Written Communication	
1. Speaks clearly enough to be understood by most listeners	Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words

2. States point of view, likes/ dislikes, and opinions using words, signs or picture boards	Demonstrates knowledge about self
3. Uses multiple word sentence/s to communicate needs, ideas, actions, and/or feelings	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations</p> <p>Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules</p>
4. Relays a simple message (e.g., from grandparent to parent)	<p>Uses language to express thoughts and needs Tells about another time or place Makes simple statements about recent events and familiar people and objects that are not present</p>
5. Repeats words or ideas to be sure information is communicated	<p>Remembers and connects experiences Recognizes and recalls Uses a few deliberate strategies to remember information</p>
6. Uses pre-writing in play with other children when pretending to communicate	<p>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</p>
7. Begins to draw representational figures	<p>Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is</p>
8. Dictates a story for adult to write out	<p>Uses language to express thoughts and needs Tells about another time or place Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p>
9. Draws simple pictures or scribbles word-like marks to communicate a message or an idea	<p>Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms</p>

I. Conventions of Social Communication	
1. Pays attention to speaker during conversation	Uses appropriate conversational and other communication skills Uses social rules of language Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
2. Takes turns during group conversations/ discussions, usually	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders
3. Recognizes rising and falling intonations and what they mean (e.g., difference between a “wh” question and a statement)	Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories
4. Begins to demonstrate understanding of nonverbal cues (e.g., facial expressions for pride, displeasure, encouragement)	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
5. Bilingual child adjusts his/her language and communication form according to person with whom he/she is speaking	Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
6. Whispers due to awareness of the rules of a quiet environment or to draw attention to the change in volume in room	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
J. Reading: Phonological Awareness	
1. Participates in and creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language)	Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously
2. Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound)	Demonstrates phonological awareness Notices and discriminates alliteration Isolates and identifies the beginning sound of a word

3. Makes three or more letter-sound correspondences (e.g., identifies that “David,” “day,” and “dog” all begin with “d”)	Demonstrates phonological awareness Notices and discriminates alliteration Matches beginning sounds of some words
4. Finds objects in a picture with the same beginning sound, with assistance	Demonstrates phonological awareness Notices and discriminates alliteration Shows awareness that some words begin the same way
5. Differentiates between similar-sounding words (e.g., three and tree)	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime
K. Reading: Alphabetic Principle	
2. Knows that alphabet letters are a special category of symbols/pictures that can be individually named	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
3. Associates the names of letters with their shapes	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
4. Correctly identifies 10 or more letters of the alphabet	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
5. Asks “what does this say”	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
6. Recognizes the first letter of own name	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes and names a few letters in own name
L. Reading: Print Concepts	
1. Knows first and last page of a book	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

2. Identifies some individual letters in text	Demonstrates knowledge of the alphabet Identifies and names letters Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
3. Shows understanding that letters make up words	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Shows understanding that a sequence of letters represents a sequence of spoken sounds
4. Identifies words that look similar and different, with assistance	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime
5. Begins to understand that print progresses from left to right (for exceptions, e.g., see Arabic text)	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
6. Recognizes some signs and symbols in the environment (e.g., “STOP”)	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
7. Recognizes own printed name	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
M. Reading: Comprehension of Printed Materials	
1. Uses pictures to predict a story	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
2. Recognizes own name when spelled out in letters	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
3. Recites some words in familiar books from memory	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

4. Fills in the blanks/missing information in a familiar story	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
5. Identifies major characters in story	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
6. Begins to understand the sequence of a story (e.g., beginning, middle, end)	Comprehends and responds to books and other texts Retells stories Retells a familiar story in proper sequence, including major events and characters
7. Makes up an ending for a story	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
8. Pretends to read a familiar 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
N. Reading: Awareness that Written Materials Can Be Used for a Variety of Purposes	
1. Identifies a variety of printed materials (e.g., books, newspapers, cereal boxes)	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
2. Imitates common reading activities appropriately in play (e.g., pretends to use directions while putting something together)	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
3. Uses signs in the environment for information (e.g., in a tall building, points to the elevator button)	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read

O. Reading: Appreciation and Enjoyment	
1. Expresses the title of a favorite book	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
2. Gives opinion on books in terms of sections liked and enjoyed	Demonstrates knowledge of print and its uses Uses and appreciates books Uses various types of books for their intended purposes
3. Enjoys a variety of genres (e.g., poetry, folk/ fairy tales, concept books, magazines)	Demonstrates knowledge of print and its uses Uses and appreciates books Uses various types of books for their intended purposes
P. Writing: Alphabet Knowledge	
1. Knows the difference between printed letters and drawings	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
2. Attempts to copy one or more letters of the alphabet	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms
3. Labels pictures using letter-like marks	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms
4. Knows that alphabet letters are a special category of graphics that can be individually named	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
5. Identifies letters to match the said-aloud letter name	Demonstrates knowledge of the alphabet Identifies and names letters Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
6. Works at writing own name	Demonstrates emergent writing skills Writes name Partially accurate name

7. Shows awareness of the difference between own writing and conventional print	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
8. Shows awareness of two different writing systems (especially appropriate for ELL child)	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Q. Writing Conventions	
1. Writes some letters or numerals	Demonstrates emergent writing skills Writes to convey meaning Letter strings
2. Prints or copies first name	Demonstrates emergent writing skills Writes name Accurate name
3. Attempts to copy words from print	Demonstrates emergent writing skills Writes to convey meaning Letter strings
4. Draws basic geometric shapes (e.g., circle, triangle)	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is
5. Uses pretend writing activities during play to show print conventions in home language	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
R. Writing: Use Writing for a Variety of Purposes	
1. Uses letter-like symbols to make lists, letters, and stories	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms
2. Copies some environmental print/symbols	Demonstrates emergent writing skills Writes to convey meaning Letter strings

3. Uses letter-like symbols to express an idea	<p>Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms</p>
4. Talks aloud about creative ideas and stories and asks adult to write them out	<p>Uses language to express thoughts and needs Tells about another time or place Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p> <p>Uses language to express thoughts and needs Tells about another time or place Tells stories about other times and places that have a logical order and that include major details</p>
5. Asks adult to write out rhymes to make a simple poem	<p>Uses language to express thoughts and needs Tells about another time or place Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p> <p>Demonstrates emergent writing skills Writes to convey meaning Letter strings</p>
6. Makes cards to give peers and significant adults, with assistance	Explores the visual arts