

Correlation Chart

Alabama Early Learning Guidelines for Birth Through Kindergarten

Alignment with Buttercups® and Fireflies® Curriculum, by FunShine Express®. Ages Birth-5 years.

Alabama Early Learning Guidelines for Birth Through Kindergarten	FunShine Express® Learning Goals and Objectives
Self Concept/Emotional Development	Social/Emotional Development
Birth to 6 Months	
Goal: To help children develop a positive picture of self that will affect every area of development and to understand and express their own emotions.	Wellness, Trust, Self-Awareness, Communicating
1. be awake and active for longer times	PH10 Shows characteristics of healthy development
2. begin to establish emotional attachments or “bonding” relationships with parents/family and caregivers	SE2 Responds differently to familiar and unfamiliar adults SE4 Shows emotional connection and attachment to others
3. express her/his needs and emotions with different cries and vocal sounds	SE11 Expresses feelings and emotions through facial expressions, sounds, or gestures L3 Uses sounds, gestures, or actions to express needs and wants
4. smile in response to a friendly face or voice	SE2 Responds differently to familiar and unfamiliar adults
5. coo, gurgle, and squeal when awake	SE11 Expresses feelings and emotions through facial expressions, sounds, or gestures
6. stop crying when parents, family members, and/or caregivers come near	SE2 Responds differently to familiar and unfamiliar adults SE4 Shows emotional connection and attachment to others
7. entertain self by playing with fingers, hands, and toes	SE12 Develops awareness of self as separate from others PH10 Shows characteristics of healthy development
8. develop an awareness of self as a separate individual from others	SE12 Develops awareness of self as separate from others

9. seek attention of parent or caregiver by using body movements and/or vocal sounds	SE2 SE4	Responds differently to familiar and unfamiliar adults Shows emotional connection and attachment to others
10. imitate sounds, facial expressions, and actions of others	L4	Imitates sounds, gestures, or words
11. spend less time crying, and will laugh out loud	SE11	Expresses feelings and emotions through facial expressions, sounds, or gestures
6 to 12 Months		
Goal: To help children develop a positive picture of self that will affect every area of development and to understand and express their own emotions.		Self-Awareness, Fine Motor, Trust, Listening, Communicating
1. cry when she/he needs help	SE11	Expresses feelings and emotions through facial expressions, sounds, or gestures
2. begin to hold her/his own bottle	PH8	Controls small muscles in hands when doing simple tasks
3. begin to try to feed herself/himself	PH8	Controls small muscles in hands when doing simple tasks
4. want to hold and try to use her/his drinking cup	PH8	Controls small muscles in hands when doing simple tasks
5. play	SE10	Uses imitation or pretend play to learn new roles and relationships
6. have emotional attachments to particular people	SE4	Shows emotional connection and attachment to others
7. become familiar with different types of sounds, tones of voices, and types of music	L2 L7	Begins to understand gestures, words, questions, or routines Shows interest in songs, rhymes, and stories
8. indicate her/his wants through movements and sounds	L3	Uses sounds, gestures, or actions to express needs and wants
9. respond to her/his own image in a mirror	SE12	Develops awareness of self as separate from others
10. explore her/his environment	C2	Uses senses to explore people, objects, and the environment

12 to 18 Months	
Goal: To help children develop a positive picture of self that will affect every area of development and to understand and express their own emotions.	Gross Motor, Communicating, Persistence, Self-Awareness
1. start to move freely	PH3 Develops increasing ability to change positions and move body from place to place
2. ask for what she/he wants through sounds and motions	L3 Uses sounds, gestures, or actions to express needs and wants
3. begin to express that diaper needs changing	L3 Uses sounds, gestures, or actions to express needs and wants
4. be able to sit still for a short while	AL2 Stays attentive and engaged for increasing periods of time
5. try to achieve a sense of self-identity	SE12 Develops awareness of self as separate from others
6. become more independent	SE12 Develops awareness of self as separate from others
7. start to show different social emotions, such as affection, jealousy, anger, and sympathy	SE11 Expresses feelings and emotions through facial expressions, sounds, or gestures
8. better control her/his own behaviors	SE14 Begins to manage own behavior and show self-regulation
18 to 24 Months	
Goal: To help children develop a positive picture of self that will affect every area of development and to understand and express their own emotions.	Wellness, Self-Awareness, Relationships, Trust
1. start to help when washing her/his hands	PH14 Begins to develop self-help skills
2. be able to eat and drink with only a little spilling	PH14 Begins to develop self-help skills
3. be able to dress self in simple clothing	PH14 Begins to develop self-help skills
4. choose toys to play with and help pick up toys	SE12 Develops awareness of self as separate from others SE14 Begins to manage own behavior and show self-regulation

5. let you know when she/he needs to use the toilet	L3 L5	Uses sounds, gestures, or actions to express needs and wants Uses consistent sounds, gestures, or words for a variety of purposes
6. recognize when people are feeling happy, sad, angry, or scared	SE7 SE8	Begins to recognize and respond to other children's feelings and emotions Begins to show concern for others
7. show affection for you and others that she/he knows	SE4	Shows emotional connection and attachment to others
8. show different emotions and moods	SE11	Expresses feelings and emotions through facial expressions, sounds, or gestures
9. become aware of her/his own feelings	SE11 SE12	Expresses feelings and emotions through facial expressions, sounds, or gestures Develops awareness of self as separate from others
2 Years		
Goal: To help children develop a positive picture of self that will affect every area of development and to understand and express their own emotions.	Wellness, Self-Awareness, Self-Regulation	
1. be able to eat and drink with limited spilling	PH14	Begins to develop self-help skills
2. choose toys and begin to put them away when asked to do so	SE12 SE14	Develops awareness of self as separate from others Begins to manage own behavior and show self-regulation
3. be able to get own water	PH14	Begins to develop self-help skills
4. have "accidents" when toilet-trained	PH11 PH13	We have included a more positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: Becomes more aware of own body Participates in physical care routines
5. change mind and moods quickly	SE12 SE14	Develops awareness of self as separate from others Begins to manage own behavior and show self-regulation
6. sometimes be able to make choices	SE12	Develops awareness of self as separate from others

7. sometimes want to hold onto the “old”, rather than try the “new”	We have included a more positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: SE12 Develops awareness of self as separate from others
8. sometimes respond to what you ask her/him to do and sometimes do the opposite	We have included a more positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: SE12 Develops awareness of self as separate from others SE14 Begins to manage own behavior and show self-regulation
9. enjoy playing	SE10 Uses imitation or pretend play to learn new roles and relationships
10. enjoy social interaction	SE6 Responds to and interacts with other children
11. display aggressive behaviors, such as hitting, biting and shoving	We have included a more positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: SE14 Begins to manage own behavior and show self-regulation
3 Years	
Goal: To help children develop a positive picture of self that will affect every area of development and to understand and express their own emotions.	Relationships, Emotional Development, Self-Care, Self-Concept
1. be friendly, laugh often, and be eager to please	SE10 Interacts with one or more children; develops special friendships SE15 Manages feelings appropriately
2. have occasional nightmares and fear of the dark	We have included a more positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: PD16 Demonstrates visual and auditory ability and general good health and sleep habits to enable learning
3. often talk to self	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
4. show affection toward children who are younger or get hurt	SE17 Shows empathy and caring to others, respond to others emotions
5. sometimes have a special security blanket, stuffed animal or toy for comfort	SE15 Manages feelings appropriately

6. need affection, support and comfort when she/he is afraid, hurt or sad	SE13 Seeks help or information when needed from adults
7. want to do for herself/himself	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
8. possibly have difficulty adjusting to being away from parents	We have included a more positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: SE15 Manages feelings appropriately
4 Years	
Goal: To help children develop a positive picture of self that will affect every area of development and to understand and express their own emotions.	Self-Care, Self-Concept, Relationships
1. sometimes become physical/aggressive when angry	We have included a more positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: SE15 Manages feelings appropriately
2. show pride in accomplishments	SE4 Shows interest and respect for work of self and others; exhibits increasing awareness of positive character traits
3. often seem selfish and unable to understand taking turns	We have included a more positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: SE9 Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest
4. demand doing many things for self	We have included a more positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately SE15 Manages feelings appropriately
5. show very different emotions within a short period of time	SE15 Manages feelings appropriately
6. show jealousy of others who seem to be taking an adult's attention away from her/him	We have included a more positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: SE15 Manages feelings appropriately
7. desire to please adults	SE4 Shows interest and respect for work of self and others; exhibits increasing awareness of positive character traits

8. enjoy being silly/playful	SE2 SE11	Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics Participates in group song, dance, acting/role-play
5 Years		
Goal: To help children develop a positive picture of self that will affect every area of development and to understand and express their own emotions.		Emotional Development, Self-Regulation, Self-Care, Self-Concept, Reflection
1. show many different feelings	SE14 SE15	Recognizes and describes own emotions Manages feelings appropriately
2. start to understand the feelings of others	SE17	Shows empathy and caring to others, respond to others emotions
3. often be able to express feelings in words	SE14	Recognizes and describes own emotions
4. take full responsibility for using the toilet	PD13	Cares for toileting needs independently
5. be caring and affectionate, especially toward injured children, younger children, and animals	SE17	Shows empathy and caring to others, respond to others emotions
6. have better self-control of emotions	SE15	Manages feelings appropriately
7. dress self completely, learn to tie shoes, and sometimes notice when clothing is on the wrong side	PD8	Undresses or dresses self independently, other than help with difficult fasteners
8. enjoy responsibility and have a strong need to feel accepted and powerful	SE3	Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
9. plan and carry out activities and projects independently	AL11	Makes a plan before beginning a task and follows through
Social Development		Social/Emotional Development
Birth to 6 Months		
Goal: To develop social interaction skills		Communicating, Exploration, Trust, Relationships, Listening, Self-Awareness
1. make babbling sounds	L3	Uses sounds, gestures, or actions to express needs and wants

2. look for person who is talking	L1 C1	Listens and responds with interest to verbal and nonverbal communication of others Pays attention to people, objects, and sounds
3. enjoy familiar routines	L2 L2	Begins to understand gestures, words, questions, or routines Begins to understand gestures, words, questions, or routines
4. reach out to familiar people	SE2	Responds differently to familiar and unfamiliar adults
5. become more outgoing and social	SE4	Shows emotional connection and attachment to others
6. become upset if toys or other objects are taken away	SE7	We have included a positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: Begins to recognize and respond to other children's feelings and emotions
7. smile in response to a friendly face or voice	L1 C1	Listens and responds with interest to verbal and nonverbal communication of others Pays attention to people, objects, and sounds
8. usually stop crying when picked up and held	SE2 SE3 SE4	Responds differently to familiar and unfamiliar adults Seeks ways to find comfort in new situations Shows emotional connection and attachment to others
9. begin to develop a sense of security and trust with parents and caregivers	SE2 SE4	Responds differently to familiar and unfamiliar adults Shows emotional connection and attachment to others
10. imitate, maintain, or avoid interactions	L4	Imitates sounds, gestures, or words
11. show individual responses to different people and situations	SE2 SE4	Responds differently to familiar and unfamiliar adults Shows emotional connection and attachment to others
12. respond to her/his name and caregiver's actions	SE2 SE4 L1	Responds differently to familiar and unfamiliar adults Shows emotional connection and attachment to others Listens and responds with interest to verbal and nonverbal communication of others
13. respond to self in mirror	SE12	Develops awareness of self as separate from others

6 to 12 Months	
Goal: To develop social interaction skills	Trust, Memory, Relationships
1. recognize and bond with primary caregivers	SE2 Responds differently to familiar and unfamiliar adults SE4 Shows emotional connection and attachment to others
2. recognize familiar people and may be shy of strangers	C6 Recognizes familiar people, places, and things SE2 Responds differently to familiar and unfamiliar adults
3. begin to respond to more than one familiar person at a time	SE2 Responds differently to familiar and unfamiliar adults SE4 Shows emotional connection and attachment to others
4. begin to be sociable by initiating interactions with other children and adults	SE6 Responds to and interacts with other children
5. show affection	SE4 Shows emotional connection and attachment to others
6. grab caregiver's hand or leg when frightened, or look at caregiver for reassurance	SE3 Seeks ways to find comfort in new situations
7. identify family members, friends, and pets	C6 Recognizes familiar people, places, and things SE2 Responds differently to familiar and unfamiliar adults
12 to 18 Months	
Goal: To develop social interaction skills	Relationships, Dramatic Play, Trust, Music and Movement, Listening, Self-Awareness, Communicating
1. be sociable but able to play alone for a short time	SE5 Shows interest in and awareness of other children SE6 Responds to and interacts with other children
2. imitate the actions and activities of others	C12 Observes and imitates sounds, gestures, or behavior
3. show affectionate responses and begin social interactions	SE4 Shows emotional connection and attachment to others
4. enjoy listening to and making music, dancing, and singing	C16 Shows interest and participates in a wide variety of music and songs

5. begin to achieve a sense of self-identity	SE12	Develops awareness of self as separate from others
6. follow simple directions	L2	Begins to understand gestures, words, questions, or routines
7. begin to be eager and want to do more in her/his surroundings	C2	Uses senses to explore people, objects, and the environment
8. begin to briefly wait for responses to her/his requests	L6	Participates in simple two-way conversations
18 to 24 Months		
Goal: To develop social interaction skills	Relationships, Dramatic Play, Trust, Curiosity, Trust, Self-Regulation	
1. mostly play next to, but not with, other children	SE5	Shows interest in and awareness of other children
2. engage in make-believe or dramatic play	C14	Uses imitation or pretend play to express creativity and imagination
3. learn to seek help from caregivers, if needed	SE3	Seeks ways to find comfort in new situations
4. show tremendous curiosity about people and things in their surroundings	AL1	Exhibits interest, curiosity, and eagerness in exploring the world
5. alternate between clinging to parents and caregivers or resisting them	SE1 SE2	We have included a positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: Engages in behaviors that build relationships with familiar adults Responds differently to familiar and unfamiliar adults
6. offer toys to other children, but usually be possessive of playthings	SE14	Begins to manage own behavior and show self-regulation
7. display aggressive behaviors such as hitting, biting, shoving, and grabbing toys	SE14	We have included a positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: Begins to manage own behavior and show self-regulation
2 Years		
Goal: To develop social interaction skills	Dramatic Play, Relationships, Trust, Self-Regulation	
1. use more imagination	C14	Uses imitation or pretend play to express creativity and imagination

2. enjoy being with other children, but may use unacceptable social behavior	SE5 SE6	Shows interest in and awareness of other children Responds to and interacts with other children
3. imitate adults' activities	C12	Observes and imitates sounds, gestures, or behavior
4. enjoy small group activities	SE6	Responds to and interacts with other children
5. develop trusting relationships with caregivers	SE4	Shows emotional connection and attachment to others
6. show interest in children of the same age	SE5	Shows interest in and awareness of other children
7. begin to cooperate with less physical aggressiveness	SE14	Begins to manage own behavior and show self-regulation
3 Years		
Goal: To develop social interaction skills	Relationships, Reflection, Persistence, Dramatic Play	
1. sometimes take turns, but will not always be willing to do so	SE9	Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest
2. join in simple games and group activities	SE11	Participates in group song, dance, acting/role-play
3. observe other children playing and may join in for a short time	SE10	Interacts with one or more children; develops special friendships
4. use objects in pretend play	A10	Uses props to enhance play environment
5. become defensive of toys and other possessions	SE9	We have included a positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest
6. sit and listen to stories up to ten minutes at a time	AL7	Works at a task despite distractions or interruptions
7. not bother others and dislike being bothered by others while listening to stories	AL7	Works at a task despite distractions or interruptions
8. engage in make-believe play	A9	Participates in creative dramatic play and make-believe

9. begin making friends	SE10	Interacts with one or more children; develops special friendships
10. enjoy adult attention	SE8	Interacts comfortably with familiar adults
11. enjoy sitting with arms around friends, or holding hands	SE10	Interacts with one or more children; develops special friendships
4 Years		
Goal: To develop social interaction skills	Self-Concept, Curiosity, Imagination, Conversation	
1. be outgoing, friendly, and overly enthusiastic at times	SE2 AL4	Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics Shows a willingness to participate, is eager to join play events
2. sometimes have imaginary playmates or companions	AL1 AL2	Shows creativity, flexibility, and inventiveness in play experiences Takes on various roles in make-believe play
3. boast, exaggerate, and make up stories	L8	Shares opinions, experiences, and ideas with others with words
4. cooperate with others and participate in group activities	SE9	Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest
5. enjoy make-believe activities and role-playing	AL2	Takes on various roles in make-believe play
6. rely more on verbal expressions than physical aggression	L5 L6	We have included a positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: Expresses needs, wants, thoughts through nonverbal gestures, (exposed to sign language), progressing to verbal cues in English or home language Speaks clearly (is understood by both familiar and unfamiliar adults)
7. engage in name-calling and teasing	L5 L6	We have included a positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: Expresses needs, wants, thoughts through nonverbal gestures, (exposed to sign language), progressing to verbal cues in English or home language Speaks clearly (is understood by both familiar and unfamiliar adults)

8. develop close friendships with playmates	SE10 Interacts with one or more children; develops special friendships
5 Years	
Goal: To develop social interaction skills	Relationships, Conversation, Self-Concept, Dramatic Play
1. enjoy friendships and often have one or two special playmates	SE10 Interacts with one or more children; develops special friendships
2. often play cooperatively	SE12 Plays cooperatively with others; resolves some conflicts, uses constructive language
3. participate in group play and shared activities	SE9 Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest
4. enjoy telling jokes and making people laugh	L5 Expresses needs, wants, thoughts through nonverbal gestures, (exposed to sign language), progressing to verbal cues in English or home language L6 Speaks clearly (is understood by both familiar and unfamiliar adults)
5. often follow directions and carry out responsibilities	L1 Follows 2 and 3 step directions of increasing complexity
6. continue to ask many questions	L7 Initiates asking questions and responds in conversation with others
7. boast about accomplishments	SE2 Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
8. argue about many things and have a strong sense of “fairness”	We have included a positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: SE2 Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
9. be independent, yet still want and need help	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
10. enjoy pretend-play	A9 Participates in creative dramatic play and make-believe

Language and Literacy Development	Language Development; Language/Literacy
Birth to 6 Months	
Goal: To communicate successfully with others	Communicating, Listening, Exploration
1. communicate by blinking, moving a body part, stopping a movement, shifting eyes about or making a startle response	L3 Uses sounds, gestures, or actions to express needs and wants
2. show a preference for certain sounds, especially for human speech	L1 Listens and responds with interest to verbal and nonverbal communication of others
3. turn head in response to sound from either side	C1 Pays attention to people, objects, and sounds
4. hear and make different sounds	L4 Imitates sounds, gestures, or words
5. make sounds other than crying	L4 Imitates sounds, gestures, or words
6. communicate by crying in different ways when hungry, hurt, scared, or uncomfortable	L3 Uses sounds, gestures, or actions to express needs and wants
7. react to sounds and make sounds by cooing and blowing bubbles	L1 Listens and responds with interest to verbal and nonverbal communication of others
8. make sounds (coo) and move body when engaging in a face-to-face exchange with parents and others	L3 Uses sounds, gestures, or actions to express needs and wants L4 Imitates sounds, gestures, or words
9. search for source of sounds in immediate surroundings	C2 Uses senses to explore people, objects, and the environment
10. laugh out loud	L5 Uses consistent sounds, gestures, or words for a variety of purposes
6 to 12 Months	
Goal: To communicate successfully with others	Communicating, Listening, Self-Awareness
1. imitate some non-speech sounds	L4 Imitates sounds, gestures, or words
2. begin babble (baby talk) to communicate	L4 Imitates sounds, gestures, or words

3. turn head when called by name or when familiar objects or persons are named	L2	Begins to understand gestures, words, questions, or routines
4. begin to repeat sounds or words of more than one syllable that have meaning to her/him	L4	Imitates sounds, gestures, or words
5. begin to say recognizable words	L4	Imitates sounds, gestures, or words
6. begin to communicate and name many things	L5	Uses consistent sounds, gestures, or words for a variety of purposes
7. listen to conversations and understand what is being said	L2	Begins to understand gestures, words, questions, or routines
8. show emotions by making different sounds and expressions	SE11	Expresses feelings and emotions through facial expressions, sounds, or gestures
9. notice pictures	L8	Shows interest in photos, pictures, and drawings
10. be aware of daily routines and activities	L2	Begins to understand gestures, words, questions, or routines
12 to 18 Months		
Goal: To communicate successfully with others	Communicating, Music and Movement, Wellness, Listening, Trust	
1. babble words and try using words to describe actions	L4	Imitates sounds, gestures, or words
2. begin to name familiar objects and their owners	L5	Uses consistent sounds, gestures, or words for a variety of purposes
3. begin to name and point out familiar pictures in a book	L5 L8	Uses consistent sounds, gestures, or words for a variety of purposes Shows interest in photos, pictures, and drawings
4. show increased interest in music and rhythm	C16 C17	Shows interest and participates in a wide variety of music and songs Explores musical rhythms through movement, with and without instruments and props
5. show increased interest in conversational turn-taking	L6	Participates in simple two-way conversations
6. begin to point to and name body parts and learn about self	L5 PH11	Uses consistent sounds, gestures, or words for a variety of purposes Becomes more aware of own body

7. begin to understand when asked to do something	L2	Begins to understand gestures, words, questions, or routines
8. respond to simple questions with “yes” or “no” and/or appropriate head movements	L2	Begins to understand gestures, words, questions, or routines
9. use one word questions to ask for or name something	L5	Uses consistent sounds, gestures, or words for a variety of purposes
10. greet people with a smile or concern	SE2	Responds differently to familiar and unfamiliar adults
18 to 24 Months		
Goal: To communicate successfully with others	Communicating, Self-Regulation, Music and Movement	
1. begin to actually understand how to use language to communicate	L5	Uses consistent sounds, gestures, or words for a variety of purposes
2. begin to make phrases or short sentences of two or three words	L5	Uses consistent sounds, gestures, or words for a variety of purposes
3. be able to recognize, name, and/or pick out common objects	L5	Uses consistent sounds, gestures, or words for a variety of purposes
4. begin to use appropriate manners in speech and/or action	L5 SE17	Uses consistent sounds, gestures, or words for a variety of purposes Understands simple routines, rules or limitations
5. begin to express her/his needs using simple sentences and/or actions	L5	Uses consistent sounds, gestures, or words for a variety of purposes
6. ask many questions	L5	Uses consistent sounds, gestures, or words for a variety of purposes
7. speak 50 to 300 different words	L5	Uses consistent sounds, gestures, or words for a variety of purposes
8. enjoy stories about self and family	L7	Shows interest in songs, rhymes, and stories
9. sing along with familiar tunes	C16	Shows interest and participates in a wide variety of music and songs

2 Years	
Goal: To communicate successfully with others	Listening, Communicating, Music and Movement, Emergent Math, Relationships
1. understand longer sentences and use we, she, he, I	L2 Begins to understand gestures, words, questions, or routines
2. talk more and use phrases and clauses to create more adult-like sentences	L5 Uses consistent sounds, gestures, or words for a variety of purposes L6 Participates in simple two-way conversations
3. sing and/or say nursery rhymes, songs, and fingerplays	L7 Shows interest in songs, rhymes, and stories C16 Shows interest and participates in a wide variety of music and songs
4. begin to name and match colors, sizes, and shapes	L5 Uses consistent sounds, gestures, or words for a variety of purposes C3 Becomes increasingly aware of colors, shapes, patterns, or pictures
5. use sentences to say “no”	L5 Uses consistent sounds, gestures, or words for a variety of purposes
6. continue to ask many questions	L5 Uses consistent sounds, gestures, or words for a variety of purposes
7. begin to communicate the difference between one and many	L5 Uses consistent sounds, gestures, or words for a variety of purposes C10 Begins to notice differences in size, quantity and distance (more, all gone, big, little, near, far, long, short, etc.)
8. respond to verbal and nonverbal signals for routines and changes	L2 Begins to understand gestures, words, questions, or routines
9. talk with other children while playing together	L5 Uses consistent sounds, gestures, or words for a variety of purposes
10. begin to communicate feelings when having conflicts with others	L5 Uses consistent sounds, gestures, or words for a variety of purposes SE9 Learns social skills, and eventually words, for expressing feelings, needs, and wants
3 Years	
Goal: To communicate successfully with others	Conversation, Listening, Emergent Reading, Spatial Relations
1. answer simple questions appropriately	L7 Initiates asking questions and responds in conversation with others

2. engage in conversation by taking turns talking and listening	L7	Initiates asking questions and responds in conversation with others
3. say nursery rhymes and sing songs	L4	Listens and responds to rhymes and rhythms
4. ask/gesture for desired objects or assistance	L7	Initiates asking questions and responds in conversation with others
5. talk about known objects and people not present	L8	Shares opinions, experiences, and ideas with others with words
6. show interest in books	L15	Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
7. show interest in written words	L22	Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
8. begin to learn “directional” words	M20	Understands directions/positional concepts: top/bottom, go/stop, far/near, up/down, over/under, out/in, above/below, in front/behind, inside/outside, etc.
9. talk about the actions of others	L8	Shares opinions, experiences, and ideas with others with words
10. continue to ask many questions	L7	Initiates asking questions and responds in conversation with others
11. join in social interactions	L8	Shares opinions, experiences, and ideas with others with words
12. show interest in seeing her/his name	L18	Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
4 Years		
Goal: To communicate successfully with others	Communicating, Vocabulary, Emergent Writing, Emergent Reading, People and the Environment	
1. answer “who?”, “what?”, “when?” “where”, “how?”, and “why?” questions during conversation	L7 L8	Initiates asking questions and responds in conversation with others Shares opinions, experiences, and ideas with others with words

2. refer to activities and events in the past tense	L8 L14	Shares opinions, experiences, and ideas with others with words Speaks in sentences using grammar that is age-appropriate
3. match listener's level of understanding by changing tone of voice and sentence structure	L7 L8	Initiates asking questions and responds in conversation with others Shares opinions, experiences, and ideas with others with words
4. want to write her/his name	L24	Begins to copy or write own name
5. begin to make the connection between spoken and written words	L23	Shows awareness that a word is made up of letters
6. use detailed sentence structure to describe events and activities	L13 L14	Connects phrases and sentences to build ideas Speaks in sentences using grammar that is age-appropriate
7. recite rhymes and sing simple songs	L4	Listens and responds to rhymes and rhythms
8. answer appropriately when asked what to do if tired, cold, or hungry	L7 L8	Initiates asking questions and responds in conversation with others Shares opinions, experiences, and ideas with others with words
9. give first and last name, family members' names, gender (girl or boy), and telephone number	L8 SS3	Shares opinions, experiences, and ideas with others with words Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address/phone number
5 Years		
Goal: To communicate successfully with others	Vocabulary, Conversation, People and the Environment, Emergent Reading	
1. have a vocabulary of 1500 words or more	L11 L12	Demonstrates growing understanding of words and meanings, including language of specific learning domains Converses with a rapidly expanding vocabulary
2. tell familiar stories using pictures	L8	Shares opinions, experiences, and ideas with others with words

3. identify and name colors	L11	Demonstrates growing understanding of words and meanings, including language of specific learning domains
4. use sentences with 7 words or more	L13	Connects phrases and sentences to build ideas
5. state the name of city/ town where child lives, birthday, and family members' names	L8 SS3	Shares opinions, experiences, and ideas with others with words Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address/phone number
6. want to read and act out stories	L15 L16	Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, connecting text with personal experiences, making predictions based on text read aloud, comparing similar texts, discussing author, illustrator, and parts of a text
7. have speech that is nearly 100% understandable	L6	Speaks clearly (is understood by both familiar and unfamiliar adults)
8. practice writing skills	L21	Shows interest in written expression: scribbling, drawing a person, responding to text, describing experiences and events
9. use past tense of verbs	L14	Speaks in sentences using grammar that is age-appropriate
10. understand singular and plural nouns	L14	Speaks in sentences using grammar that is age-appropriate
11. define simple words by their use	L11	Demonstrates growing understanding of words and meanings, including language of specific learning domains
12. answer telephone appropriately and call person to the telephone or take a message	L7 L8	Initiates asking questions and responds in conversation with others Shares opinions, experiences, and ideas with others with words
13. use "would" and "could" appropriately	L14	Speaks in sentences using grammar that is age-appropriate
14. ask "why?" questions	L7	Initiates asking questions and responds in conversation with others

15. write her/his name	L24	Begins to copy or write own name
16. speak home language	L6	Speaks clearly (is understood by both familiar and unfamiliar adults)
17. show interest in social and workplace roles	SS5	Understands family roles, relationships, rules, jobs
Physical Development	Physical Development; Physical Development/Health	
Birth to 6 Months		
Goal: To help children develop physical skills necessary to move and do in the world	Gross Motor, Wellness, Fine Motor	
1. engage in motor activities that are primarily uncontrollable	PH1	We have included a FunShine Express Goal and Objective that infants will move toward to match this Early Learning and Development Guideline from Alabama: Moves body, arms and legs with coordination
2. hold hand(s) in a fist	PH8	Controls small muscles in hands when doing simple tasks
3. turn head from side to side when placed in a face down position	PH1	Moves body, arms and legs with coordination
4. grasp objects with entire hand	PH8	Controls small muscles in hands when doing simple tasks
5. hold hands in an open or semi-open position	PH8	Controls small muscles in hands when doing simple tasks
6. develop muscle tone	PH8	Controls small muscles in hands when doing simple tasks
7. improve in muscle strength and control	PH6	Develops small muscle control and coordination
8. raise head and upper body on arms when in a face down position	PH3	Develops increasing ability to change positions and move body from place to place
9. turn head to either side when on back	PH1	Moves body, arms and legs with coordination
10. clasp hands above face, wave arms about, and reach for objects	PH5	Uses hands or feet to make contact with objects or people
11. improve in eye coordination	PH7	Coordinates eye and hand movements

12. surprisingly roll onto side and then from front to back to side at will	PH3	Develops increasing ability to change positions and move body from place to place
13. progress from sitting with full support to sitting with little support	PH3	Develops increasing ability to change positions and move body from place to place
6 to 12 Months		
Goal: To help children develop physical skills necessary to move and do in the world	Gross Motor, Fine Motor, Wellness, Exploration, Curiosity	
1. crawl to get from one place to another	PH3	Develops increasing ability to change positions and move body from place to place
2. pull himself upright, and stand firmly while holding on	PH3	Develops increasing ability to change positions and move body from place to place
3. crawl up and down steps	PH3	Develops increasing ability to change positions and move body from place to place
4. gradually gain control of back muscles	PH2	Demonstrates large muscle balance, stability, control, and coordination
5. bring hands in front of body and hold them together	PH5	Uses hands or feet to make contact with objects or people
6. turn body and grab an object with both hands	PH3 PH8	Develops increasing ability to change positions and move body from place to place Controls small muscles in hands when doing simple tasks
7. be able to hold a toy in each hand at the same time		
8. learn about things by handling them	PH8 C2	Controls small muscles in hands when doing simple tasks Uses senses to explore people, objects, and the environment
9. look all around at things near and far	C1	Pays attention to people, objects, and sounds
10. spend time looking at own hand	C1	Pays attention to people, objects, and sounds
11. enjoy playing with all kinds of objects	AL1 C2	Exhibits interest, curiosity, and eagerness in exploring the world Uses senses to explore people, objects, and the environment

12. use different actions with different objects	PH5	Uses hands or feet to make contact with objects or people
13. hold onto objects, look at them, and put them in mouth	AL1 C2	Exhibits interest, curiosity, and eagerness in exploring the world Uses senses to explore people, objects, and the environment
14. hold cup with both hands and drink from it	PH8	Controls small muscles in hands when doing simple tasks
15. like to play with many objects, dropping one and picking up another, one by one	AL1 PH8	Exhibits interest, curiosity, and eagerness in exploring the world Controls small muscles in hands when doing simple tasks
16. throw objects	PH8	Controls small muscles in hands when doing simple tasks
17. begin to use thumb and forefinger to grip	PH8	Controls small muscles in hands when doing simple tasks
18. play simple games	PH8	Controls small muscles in hands when doing simple tasks
12 to 18 Months		
Goal: To help children develop physical skills necessary to move and do in the world	Fine Motor, Gross Motor, Emergent Literacy, Wellness	
1. hold cup with both hands and drink from it	PH8	Controls small muscles in hands when doing simple tasks
2. try to stack blocks on top of each other	PH6 PH8	Develops small muscle control and coordination Controls small muscles in hands when doing simple tasks
3. scribble on paper while holding crayon in fist	PH8 L12	Controls small muscles in hands when doing simple tasks Makes marks with writing tools
4. begin to turn pages in books	PH8	Controls small muscles in hands when doing simple tasks
5. develop overhand throwing	PH8	Controls small muscles in hands when doing simple tasks

6. like to run around and sit still for a short period of time to play	PH4	Moves body with purpose to achieve a goal; participates in active games, outdoor play and other forms of physical movement
7. walk well unsupported	PH4	Moves body with purpose to achieve a goal; participates in active games, outdoor play and other forms of physical movement
8. move from sitting or stooping to standing without help	PH4	Moves body with purpose to achieve a goal; participates in active games, outdoor play and other forms of physical movement
9. hit/pound objects	PH6	Develops small muscle control and coordination
10. travel and carry objects from one place to another	PH4	Moves body with purpose to achieve a goal; participates in active games, outdoor play and other forms of physical movement
18 to 24 Months		
Goal: To help children develop physical skills necessary to move and do in the world	Fine Motor, Gross Motor, Wellness, Emergent Literacy, Memory	
1. turn pages of book one by one	PH8	Controls small muscles in hands when doing simple tasks
2. string beads together	PH8	Controls small muscles in hands when doing simple tasks
3. roll, pound, and squeeze clay	PH6	Develops small muscle control and coordination
4. correctly place shapes in a form board/puzzle	PH7 PH8	Coordinates eye and hand movements Controls small muscles in hands when doing simple tasks
5. imitate a vertical stroke on paper	L12	Makes marks with writing tools
6. walk directly to places she/he knows and remembers	PH4 C6	Moves body with purpose to achieve a goal; participates in active games, outdoor play and other forms of physical movement Recognizes familiar people, places, and things
7. kick or throw a ball forward	PH9	Uses different actions on objects (kicks, shakes, pats, swipes)

8. walk up and down stairs alone, both feet on one step at a time and holding onto railing	PH4	Moves body with purpose to achieve a goal; participates in active games, outdoor play and other forms of physical movement
9. look at magazines and tear paper	PH8	Controls small muscles in hands when doing simple tasks
10. remove hat and mittens, snap large snaps, and unzip a large zipper	PH8 PH14	Controls small muscles in hands when doing simple tasks Begins to develop self-help skills
2 Years		
Goal: To help children develop physical skills necessary to move and do in the world	Gross Motor, Fine Motor, Emergent Literacy	
1. stand on either foot and balance, jump, and stand on tiptoes	PH3	Develops increasing ability to change positions and move body from place to place
2. walk between two straight lines about 8 inches apart	PH4	Moves body with purpose to achieve a goal; participates in active games, outdoor play and other forms of physical movement
3. be very active and more coordinated	PH4	Moves body with purpose to achieve a goal; participates in active games, outdoor play and other forms of physical movement
4. imitate you folding paper or clothing	PH8	Controls small muscles in hands when doing simple tasks
5. fit things into one another and take things apart and put them back together	PH8	Controls small muscles in hands when doing simple tasks
6. draw a circle	PH8 L12	Controls small muscles in hands when doing simple tasks Makes marks with writing tools
3 Years		
Goal: To help children develop physical skills necessary to move and do in the world	Gross Motor, Fine Motor	
1. walk, jump, hop, and run on two feet	PD5	Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet

2. throw and catch a large ball with some success	PD6	Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping, crossing the midline
3. hold crayon or marker between first two fingers and thumb	PD4	Begins to control use of writing, drawing, art tools, and art/craft mediums
4. begin to cut with scissors	PD3	Uses scissors to cut shapes from paper
5. feed self without assistance	PD2	Demonstrates eye-hand coordination: strings beads, completes puzzles, sews through holes in lacing cards, ties knots and loops, tears paper, uses eating utensils, uses a keyboard
6. walk up and down stairs independently, using alternating feet	PD6	Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping, crossing the midline
7. balance momentarily on one foot	PD5	Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet
8. hop on one foot, kick a large ball, and jump in place	PD6	Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping, crossing the midline
4 Years		
Goal: To help children develop physical skills necessary to move and do in the world	Gross Motor, Fine Motor, Communicating, Emergent Writing	
1. walk forward on a straight line, hop on one foot, and cross legs when sitting on the floor	PD6	Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping, crossing the midline
2. pedal and steer a wheeled toy with confidence and skill	PD7	Develops strength, flexibility, and stamina through vigorous play and by using equipment
3. climb ladders, steps, trees, and playground equipment	PD7	Develops strength, flexibility, and stamina through vigorous play and by using equipment
4. throw a ball overhand	PD6	Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping, crossing the midline

5. jump over or from objects five or six inches high and land with both feet together	PD5	Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet
6. run, stop, start, and move around objects with ease	PD6	Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping, crossing the midline
7. build a tower with ten or more blocks, using dominant hand	PD1	Gains strength and control of small muscles: folding and creasing paper, building with small blocks, manipulating play dough and clay
8. form shapes and objects out of clay/play dough	PD1	Gains strength and control of small muscles: folding and creasing paper, building with small blocks, manipulating play dough and clay
9. paint, draw, and describe the picture	PD4 L8	Begins to control use of writing, drawing, art tools, and art/craft mediums Shares opinions, experiences, and ideas with others with words
10. make shapes and letters	L25 PD4	Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols Begins to control use of writing, drawing, art tools, and art/craft mediums
11. hold a crayon or marker, using the first two fingers and thumb	PD4	Begins to control use of writing, drawing, art tools, and art/craft mediums
12. become more accurate at hitting nails and pegs with a hammer	PD2	Demonstrates eye-hand coordination: strings beads, completes puzzles, sews through holes in lacing cards, ties knots and loops, tears paper, uses eating utensils, uses a keyboard
13. thread small beads on a string	PD2	Demonstrates eye-hand coordination: strings beads, completes puzzles, sews through holes in lacing cards, ties knots and loops, tears paper, uses eating utensils, uses a keyboard
14. pick up puzzle pieces and manipulate the pieces into place	PD2	Demonstrates eye-hand coordination: strings beads, completes puzzles, sews through holes in lacing cards, ties knots and loops, tears paper, uses eating utensils, uses a keyboard

5 Years	
Goal: To help children develop physical skills necessary to move and do in the world	Gross Motor, Fine Motor
1. walk, run, hop on one foot, jump, slide from side to side and begin to skip	PD5 Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet
2. throw and catch a large ball easily	PD6 Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping, crossing the midline
3. hold crayons, pencils and paint brushes in more adult-like grasp	PD4 Begins to control use of writing, drawing, art tools, and art/craft mediums
4. use thumb and individual fingers to pick up small objects	PD2 Demonstrates eye-hand coordination: strings beads, completes puzzles, sews through holes in lacing cards, ties knots and loops, tears paper, uses eating utensils, uses a keyboard
5. walk backwards, heel to toe, balance on either foot with good control for ten seconds and walk a balance beam	PD5 Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet
6. probably learn to do a forward roll	PD5 Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet
7. bend to touch toes without flexing knees	PD7 Develops strength, flexibility, and stamina through vigorous play and by using equipment
8. ride a tricycle or wheeled toy with speed and skillful steering, and probably learn to ride a bicycle	PD7 Develops strength, flexibility, and stamina through vigorous play and by using equipment
9. build three-dimensional structures with small cubes by copying from a model	PD1 Gains strength and control of small muscles: folding and creasing paper, building with small blocks, manipulating play dough and clay

Cognitive Development	Cognitive Development; Math, Science, Social Studies, Creative Art Expression	
Birth to 6 Months		
Goal: To help children develop problem solving abilities and concept attainment	Exploration, Listening, Trust	
1. distinguish between different sounds and voices	C1 L1	Pays attention to people, objects, and sounds Listens and responds with interest to verbal and nonverbal communication of others
2. prefer to listen to mother's and primary caregiver's voices	SE2	Responds differently to familiar and unfamiliar adults
3. often move body to speech of a parent or caregiver	SE2	Responds differently to familiar and unfamiliar adults
4. look about, even in a darkened area	C1	Pays attention to people, objects, and sounds
5. follow a slowly moving object through a complete arc of 180 degrees	C1	Pays attention to people, objects, and sounds
6. continue to gaze in direction of moving objects that seem to disappear	C1	Pays attention to people, objects, and sounds
7. distinguish between objects	C1	Pays attention to people, objects, and sounds
8. correctly find the source of a sound	C1	Pays attention to people, objects, and sounds
9. watch hand movements	C1	Pays attention to people, objects, and sounds
10. focus on and reach for object, and distinguish between textures, solids, and liquids	C1 C2 C3	Pays attention to people, objects, and sounds Uses senses to explore people, objects, and the environment Becomes increasingly aware of colors, shapes, patterns, or pictures
11. make same type of gesture as one that was modeled	C12	Observes and imitates sounds, gestures, or behavior

12. correctly find the source of a sound	C1	Pays attention to people, objects, and sounds
13. connect sound and rhythms with movements	C1 C2	Pays attention to people, objects, and sounds Uses senses to explore people, objects, and the environment
14. become aware of starting and stopping	C1	Pays attention to people, objects, and sounds
15. experience different environments	C2	Uses senses to explore people, objects, and the environment
6 to 12 Months		
Goal: To help children develop problem solving abilities and concept attainment	Exploration, Memory, Curiosity, Fine Motor	
1. continue to look toward the source of sounds	C1 C2	Pays attention to people, objects, and sounds Uses senses to explore people, objects, and the environment
2. smile and respond to faces or objects	C1	Pays attention to people, objects, and sounds
3. recognize that objects can change	C5 C7	Shows ability to acquire and process new information Recalls and uses information in new situations
4. follow a moving object with eyes, and will briefly look for an object that has disappeared	C1 C2	Pays attention to people, objects, and sounds Uses senses to explore people, objects, and the environment
5. recognize and anticipate activities	C7	Recalls and uses information in new situations
6. reject an object or toy after playing with it many times	AL1	We have included a more positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: Exhibits interest, curiosity, and eagerness in exploring the world
7. watch a fast-moving object as it goes up, down, or sideways	C1 C2	Pays attention to people, objects, and sounds Uses senses to explore people, objects, and the environment
8. usually not turn objects over to see the other side	AL1	We have included a more positive FunShine Express Goal and Objective to match this Early Learning and Development Guideline from Alabama: Exhibits interest, curiosity, and eagerness in exploring the world

9. be able to line up an object in one hand with another object in other hand	PH8	Controls small muscles in hands when doing simple tasks
10. be able to grab an object which moves after she/he begins to reach for it	PH5	Uses hands or feet to make contact with objects or people
11. imitate simple movements	PH5	Uses hands or feet to make contact with objects or people
12 to 18 Months		
Goal: To help children develop problem solving abilities and concept attainment	Exploration, Memory, Self-Regulation, Wellness, Communicating, Emergent Math, Curiosity, Problem-Solving	
1. look at and point to pictures in a book	C1	Pays attention to people, objects, and sounds
2. find an object by looking in the right place when it is hidden in first one place, then another, and then a third place	C8	Searches for missing or hidden objects
3. understand and follow simple requests	SE17	Understands simple routines, rules or limitations
4. point to three body parts when asked	PH11	Becomes more aware of own body
5. point to and tell you a specific object she/he wants	L3	Uses sounds, gestures, or actions to express needs and wants
6. notice features of sameness and differences	C10	Begins to notice differences in size, quantity and distance (more, all gone, big, little, near, far, long, short, etc.)
7. have an interest when others point out objects in her/his surroundings	AL1	Exhibits interest, curiosity, and eagerness in exploring the world
8. give you several common objects when asked for by name	C3	Becomes increasingly aware of colors, shapes, patterns, or pictures
9. have an interest in exchanging objects with others	SE9	Learns social skills, and eventually words, for expressing feelings, needs, and wants
10. have an interest in pointing to objects	AL1	Exhibits interest, curiosity, and eagerness in exploring the world

11. have an interest in the ability to make changes	C4	Makes things happen and watches for results or repeats action
12. notice same/different and some/all	C10	Begins to notice differences in size, quantity and distance (more, all gone, big, little, near, far, long, short, etc.)
13. have an interest in using objects as tools	AL4	Experiments with different uses for objects
18 to 24 Months		
Goal: To help children develop problem solving abilities and concept attainment	Self-Regulation, Communicating, Listening, Emergent Math, Persistence, Self-Awareness	
1. follow simple directions in the order given	SE17	Understands simple routines, rules or limitations
2. refer to self by name, and name other familiar objects	L5	Uses consistent sounds, gestures, or words for a variety of purposes
3. be able to understand longer sentences	L2	Begins to understand gestures, words, questions, or routines
4. understand amount words, such as more, less, and another	L2 C10	Begins to understand gestures, words, questions, or routines Begins to notice differences in size, quantity and distance (more, all gone, big, little, near, far, long, short, etc.)
5. continue to use objects as tools	AL4	Experiments with different uses for objects
6. point to matching or similar objects	C3	Becomes increasingly aware of colors, shapes, patterns, or pictures
7. develop a sense of ownership	SE12	Develops awareness of self as separate from others
8. understand that words can label sameness and differences	C3 L2	Becomes increasingly aware of colors, shapes, patterns, or pictures Begins to understand gestures, words, questions, or routines
9. understand that some have more, and some have less	C10	Begins to notice differences in size, quantity and distance (more, all gone, big, little, near, far, long, short, etc.)

10. begin to understand that parts of an object can make a whole	C11	Explores ways objects and people move and fit in space
2 Years		
Goal: To help children develop problem solving abilities and concept attainment	Self-Awareness, Wellness, Exploration, Emergent Math, Music and Movement, Emergent Literacy, Curiosity	
1. be able to say what gender she or he is	SE12	Develops awareness of self as separate from others
2. point to smaller body parts when asked	PH11	Becomes more aware of own body
3. recognize and sort familiar objects with the same color, shape, or size	C3	Becomes increasingly aware of colors, shapes, patterns, or pictures
4. become interested in how many objects she/he has	C9	Shows interest in and awareness of numbers and counting during daily routines and activities
5. join in singing nursery rhymes and songs	C16	Shows interest and participates in a wide variety of music and songs
6. point out small details in a picture	L8	Shows interest in photos, pictures, and drawings
7. frequently ask the names of various objects and activities	AL1	Exhibits interest, curiosity, and eagerness in exploring the world
8. become more interested in the concept of some and all	C10	Begins to notice differences in size, quantity and distance (more, all gone, big, little, near, far, long, short, etc.)
3 Years		
Goal: To help children develop problem solving abilities and concept attainment	Emergent Reading, Patterns, Curiosity, Relationships, Emergent Writing, Geometry, Imagination, Numbers, Self-Concept	
1. listen attentively to age-appropriate stories	L15	Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books

2. sort objects based on shape or color	M9	Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons
3. enjoy interaction, stories, and activities with riddles, guessing, and suspense	AL5	Demonstrates inquisitiveness about subjects and objects
4. name and match primary colors	M9	Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons
5. pretend to read to others	L15	Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
6. act out real life situations	SE7	Uses play to explore and practice social roles and relationships
7. draw a circle, a square, and some letters	L25	Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
8. understand and point to a triangle, a circle, and a square	M17	Demonstrates age-appropriate knowledge of geometric shapes
9. enjoy stories that give real information	L16	Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, connecting text with personal experiences, making predictions based on text read aloud, comparing similar texts, discussing author, illustrator, and parts of a text
10. have an interest in changing things in her/his environment	AL1	Shows creativity, flexibility, and inventiveness in play experiences
11. be interested in who has more or less	M5	Compares quantities in sets and uses appropriate vocabulary: equal, more less
12. continue to have an interest in counting	M4	Counts and builds sets
13. notice how people are alike and different	SE1	Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics

4 Years	
Goal: To help children develop problem solving abilities and concept attainment	Curiosity, Emergent Reading, Conversation, Imagination, History and Events, Emergent Writing, Relationships, Measurement
1. have an interest in the order of things	AL5 Demonstrates inquisitiveness about subjects and objects
2. have an interest in how stories, finger plays, and songs look in writing	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, connecting text with personal experiences, making predictions based on text read aloud, comparing similar texts, discussing author, illustrator, and parts of a text
3. have an interest in acting out stories	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, connecting text with personal experiences, making predictions based on text read aloud, comparing similar texts, discussing author, illustrator, and parts of a text
4. name about 10 letters, especially those in their name	L18 Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
5. enjoy using words and creating silly language	L6 Speaks clearly (is understood by both familiar and unfamiliar adults) AL1 Shows creativity, flexibility, and inventiveness in play experiences
6. be interested in books	L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
7. enjoy learning about how things grow and operate	AL5 Demonstrates inquisitiveness about subjects and objects
8. understand the sequence of daily events	SS1 Shows awareness of concepts of time/sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc.
9. have an interest in playing school	AL2 Takes on various roles in make-believe play SE11 Participates in group song, dance, acting/role-play

10. have a growing interest in letters and numbers	L21	Shows interest in written expression: scribbling, drawing a person, responding to text, describing experiences and events
11. have a vivid imagination	AL1	Shows creativity, flexibility, and inventiveness in play experiences
12. have an interest in day and night, before and after, and coming and going	SS1	Shows awareness of concepts of time/sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc.
13. have an interest in things real and not real	AL5	Demonstrates inquisitiveness about subjects and objects
14. follow a two-step direction	L1	Follows 2 and 3 step directions of increasing complexity
15. begin to picture read very simple picture books with a few words	L15	Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
16. recognize several printed words	L18	Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
17. tell if paired words are the same or different in sound	L17	Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
18. write a few capital letters	L25	Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
19. possibly print own name	L24	Begins to copy or write own name
20. understand the concept of size and amount	M14	Understands, compares, and analyzes quantities of length, height, weight, time, or amount between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
5 Years		
Goal: To help children develop problem solving abilities and concept attainment	Reasoning, Patterns, Investigation, Measurement, Emergent Reading, History and Events, Numbers, Family and Community	

1. build with small and large blocks	M24	Experiments with puzzles and blocks to create solutions, build structures, or move through a process to reach a goal
2. understand the concept of same shape and size	M9	Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons
3. sort objects on the basis of both color and shape	M9	Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons
4. sort a variety of objects in a group that have one thing in common	S8 M9	Makes comparisons among objects and groups Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons
5. understand the concept of smallest and shortest	M14	Understands, compares, and analyzes quantities of length, height, weight, time, or amount between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
6. recognize many letters and some sounds	L18	Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
7. begin to understand time concepts	SS1	Shows awareness of concepts of time/sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc.
8. begin to relate clock time to the daily schedule	SS1	Shows awareness of concepts of time/sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc.
9. probably be able to tell time on the hour	SS1	Shows awareness of concepts of time/sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc.
10. count to 20 and above	M1	Grows in rote counting and sequencing of numbers
11. recognize numbers from one to ten	M2	Recognizes both numerals and number names
12. identify objects in a series (first, second, last)	M8	Understands and uses ordinal terms (1st, 2nd, 3rd)

13. understand the concept of “less than”	M5	Compares quantities in sets and uses appropriate vocabulary: equal, more less
14. understand the concept of “one-half”	M7	Begins to understand dividing sets into parts up to fourths
15. know the purpose of a calendar	SS1	Shows awareness of concepts of time/ sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc.
16. recognize and identify a penny, a nickel, and a dime	SS10	Exhibits awareness of trade to obtain goods and/or services; recognizes that money comes in different forms, such as coins, dollar bills, and credit/debit cards